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# **NAVAL POSTGRADUATE SCHOOL**

**MONTEREY, CALIFORNIA**

## **THESIS**

**AN ASSESSMENT OF THE EDUCATIONAL AND  
TRAINING NEEDS OF A MARINE NAVAL ACADEMY  
GRADUATE**

by

Michael Styskal

June 2008

Thesis Co-Advisors:

Alice Crawford  
Joseph Thomas

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**AN ASSESSMENT OF THE EDUCATIONAL AND TRAINING NEEDS OF A  
MARINE NAVAL ACADEMY GRADUATE**

Michael S. Styskal  
Major, United States Marine Corps  
B.S., Iowa State University, 1994

Submitted in partial fulfillment of the  
requirements for the degree of

**MASTER OF SCIENCE IN LEADERSHIP AND HUMAN RESOURCE  
DEVELOPMENT**

from the

**NAVAL POSTGRADUATE SCHOOL  
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## **ABSTRACT**

The purpose of this research was to identify the educational and training needs for a Second Lieutenant from the Naval Academy entering the Marine Corps. This research is a needs assessment that identifies knowledge, skills, abilities and attitudes (KSAs) that Naval Academy graduates need to be successful at The Basic School in Quantico Virginia. The research reviewed the current Naval Academy leadership curriculum, Marine Corps accession programs, training requirements and Marine-specific training programs at the Academy. Secondly, the research reviewed past studies of USNA graduates' performance in the Marine Corps to determine if there were performance deficiencies to be addressed. Next, the research reviewed literature on needs assessments, education and training, KSAs and a study on leadership development in the Marine Corps. This review was performed as background information as it pertained to the NL404 course. The methodology of this research was based on a needs assessment model that reviewed an existing course to determine if updates were needed. Surveys, interviews and document analysis were used to gather data to determine the needs of the Second Lieutenant. A total of 153 Class of 2005 Marine graduates and members of the TBS staff were surveyed and interviewed for the data collection. The data was analyzed using descriptive statistics and a comparison of means. Additionally, a content review of the interviews and document was used to ascertain the needs of the Second Lieutenant. Lastly, the data was summarized and recommendations were given concerning the content of the NL404 course.



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# **I. INTRODUCTION**

## **A. BACKGROUND**

The United States Naval Academy (USNA) is the premier institution for developing leaders of the Navy and Marine Corps who demonstrate the moral, mental and physical attributes needed to meet the challenges of combat and make lifetime contributions to the security and well-being of our nation through continued leadership, service and citizenship (USNA Strategic Plan, 2005). Every spring approximately 1000 midshipmen are commissioned either as Navy Ensigns or as Marine Corps Second Lieutenants. “The Naval Academy is a four-year undergraduate college that prepares professional officers with a Bachelor of Science degree prior to entry into the Navy or the Marine Corps. Midshipmen receive both academic education and military training during their four years at USNA. Training at the Naval Academy starts with a seven-week indoctrination program called Plebe Summer. At the end of each year are various summer training programs designed to increase midshipmen’s general and tactical military skills, experiences, and leadership abilities” (Ergun, 2003).

The Superintendent of the United States Naval Academy initiated a “comprehensive review of its academic program” in the fall of 2005 (Academic Program Review, 2005). Part of this review was a reduction of the credit hours required for graduation. The curriculum review committee was charged to “investigate the impact of reducing the total credits required for graduation from 140 to 138, with no more than 120 credit hours required for academic courses (core and major together) and no more than 18 credit hours total required for Officer Development and Professional Development curricula. With this guidance, the Officer/Professional Development Divisions (ODEV/PRODEV) set out to “investigate what courses should be taught and credit hours allocated to the disciplines” (ODEV/PRODEV, 2006). Part of this investigation involved re-evaluating the Naval Leadership Capstone Courses (NL40X).

The Naval Leadership Capstone (NL40X) is a series of courses offered in the last semester of a midshipman's first class (senior) year. Each Naval specialty, to include the Marine Corps, has its own course. All capstone courses migrated from the Professional

Development Department to the Department of Leadership, Ethics and Law (LEL) in the fall of 2005. With this change, the Naval Science (NS) course designator was changed to the Naval Leadership (NL) designator. This shift reflects the Superintendent's intent that the capstone experience focus on the educational preparation of officers rather than on the community-specific training of surface warfare officers, submariners, aviators, or Marines. The capstone courses are intended to be a culminating experience for midshipmen in the area of leadership, character, and warfare community-specific development. Each course is meant to give the future officers a broader understanding of the responsibilities of being an armed forces officer and to prepare the midshipman for their first active duty assignment or professional school.

In the case of NL404, Naval Leadership Capstone (Marine Corps), the course is designed to expose the midshipman to Marine Corps leadership, basic warfighting and tactical doctrine and begin their Marine Corps professional development (Finley, 2002). The course was formalized in 1995 and has gone through multiple revisions since. The course was informally reviewed during the summer of 2004 and redesigned. The current NL404 course focuses primarily are preparing Midshipmen for their first formal Marine Corps school – The Basic School (TBS) in Quantico, Virginia.

## **B. PURPOSE**

The LEL department initiated a review of all of the capstone courses and this thesis will serve as the needs assessment for the curriculum review of Naval Leadership 404, the Marine Corps Capstone. This research will explore the educational and training needs of a new Second Lieutenant entering the Marine Corps from the United States Naval Academy. Every Second Lieutenant in the United States Marine Corps attends TBS before attending his or her Military Occupational Specialty (MOS) School. TBS is a six-month indoctrination into the Marine Officer Corps and provides the new officer with the basics for a successful career. This needs assessment will identify the knowledge, skill and ability needs of the new Second Lieutenant and determine if there is a gap between the Naval Leadership 404 and the Program of Instruction at TBS.

## **C. RESEARCH QUESTIONS**

### **1. Primary Question**

- What are the educational and training needs for a Second Lieutenant entering the Marine Corps from the United States Naval Academy?

### **2. Secondary Questions**

- Does a training or education gap exist between the Naval Leadership 404 curricula and the Program of Instruction at TBS?
- Does Naval Leadership 404 and other Marine-specific training and programs at USNA sufficiently prepare midshipmen for duty as Second Lieutenants at TBS?

## **D. BENEFITS OF THE STUDY**

This study will examine the needs of the Second Lieutenants as they leave the Naval Academy, enter the Marine Corps and attend TBS. The results of this research will aid in the development of the training and education curriculum for Midshipmen who are assigned to be commissioned as Second Lieutenants upon graduation from the Naval Academy.

## **E. SCOPE AND METHODOLOGY**

### **1. Scope**

The needs of the Operating Forces of the Marine Corps are diverse and ever changing, depending on the current operating environment and the officers MOS. The program of instruction at TBS is designed to meet the needs of the Operating Force and is meant to give each officer, regardless of accession source, a common foundation and preparation for duty within the Operating Forces. The scope of this thesis will focus on a Second Lieutenant's transition from the United States Naval Academy to TBS and will not focus on the transition from Student Lieutenant to Operating Forces Officer. This transition is left to TBS.

## **2. Methodology**

This research conducted an assessment to prioritize the needs of the Second Lieutenant. The needs assessment was accomplished by reviewing the Naval Academy Leadership Continuum, Marine Corps Officer Accession programs, Marine-specific training programs at USNA and past studies of USNA graduates performance in the Marine Corps. Next, the study reviewed literature on educational and training needs assessments, training versus education and the leadership skills development within the Marine Corps. Lastly, the needs assessment was accomplished by collecting data from recent USNA graduates, staff and faculty of TBS and former commanders at various service war colleges.

### **F. LIMITATIONS OF THE STUDY**

A limitation of the study is that only one year group of lieutenants was surveyed. The needs identified by these lieutenants may be biased based on their particular experience in training and education while at USNA and TBS. Additionally, another limitation for this research may arise from rater bias. The TBS staff members surveyed may have had a rater bias based on their attitudes toward or experiences with USNA graduates. This bias may also come from the USNA lieutenant's recent performance at TBS.

### **G. ORGANIZATION OF STUDY**

This study is organized into six chapters. Chapter II provides background information about the USNA Leadership program, Marine accession programs, Marine-specific training and education at USNA and also provides a description of TBS and reviews past studies on USNA graduate performance at TBS and in the Marine Corps. Chapter III is a literature review concerning the topics of needs assessments, training versus education and other studies of leadership development within the Marine Corps. Chapter IV provides the methodology for the needs assessment. This chapter describes the survey, how it was administered and how other data were collected and analyzed. Chapter V covers the data analysis from the surveys and interviews. A comparison of the perceived levels of importance versus the levels of preparedness will be used to

determine a priority of needs for the Second Lieutenant entering the Basic School. Chapter VI contains a summary of the findings, conclusions and recommendations. In this chapter the research questions are answered and recommendations are made pertaining to the training and educational needs of future Marine Second Lieutenants from the Naval Academy.



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## **II. BACKGROUND**

### **A. CHAPTER OVERVIEW**

This chapter will examine background information concerning the Naval Academy leadership continuum, Marine Corps officer accession programs, Marine-specific training at the Academy and TBS. The first section of this chapter examines the Naval Academy leadership education continuum, the history of the Leadership Capstone/Junior Officer Practicum and look at the Officer Development Division's curriculum review. The second section of the chapter, Marine Corps Officer Accession Programs, covers the three main commissioning programs for Marine Officers and will briefly describe each of the program requirements. The third section of the chapter describes the Marine-specific training and education that occurs for a midshipman at the Naval Academy. The fourth section of this chapter reviews the mission and program of instruction of The Basic School. Lastly, the fifth section examines some past studies on the performance of Naval Academy graduates at TBS.

### **B. UNITED STATES NAVAL ACADEMY LEADERSHIP EDUCATION PROGRAM**

#### **1. United States Naval Academy Mission**

The mission of the United States Naval Academy is to;

...develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government (Strategic Plan, 2005).

This mission is accomplished in the classroom, on the athletic fields and through practical application, such as, summer training and leadership billets within the Brigade of Midshipmen. A junior officer who graduates from the United States Naval Academy is expected to have the following attributes:

- Prepared to lead in combat
- Courage to take responsibility for their personal and professional decisions and actions
- Role model of ethical behavior and moral conduct
- Exemplar of academic, technical, and tactical competence
- Highly effective communicator
- Ability to understand and integrate geopolitical complexities in their decision making across the spectrum of military operations
- Patriot who epitomizes the rich heritage, honor and traditions of the Navy, Marine Corps, and our country (Adapted from the Strategic Plan, 2005)

These attributes are developed through a comprehensive program of leadership education, training and practical application. The ultimate goal of this program is to produce competent junior officers who are ready and willing to be leaders in the Navy and Marine Corps.

## **2. Naval Academy Leadership Continuum**

Leadership development at the Naval Academy is a comprehensive program that is best described as a continuum. The continuum, or series of classes and training evolutions, begins during a midshipman's fourth-class year and progresses through the following three years and makes up the core of the leadership development for a midshipman. The focus of the continuum is to "prepare junior officers for combat leadership" (ODEV/PRODEV Brief, 2006). This continuum is a combination of classes, summer training events and leadership billets within the Brigade of Midshipmen. These classes and training events build upon each other and let the midshipman progress through a series of roles within the Brigade. A fourth class midshipman learns self discipline and the art of followership. The third class midshipman learns ethical and moral reasoning and begins to understand the concepts of duty, character and self-development. The second class midshipman applies everything he or she has learned and begins to set the standard for the Brigade. Finally, a first class midshipman uses all that he or she has learned and leads the Brigade and begins his or her transition to becoming a commissioned officer. Table 1 contains the elements of the leadership continuum at the Naval Academy.

Table 1. Naval Leadership Continuum (Adapted from Leadership, Ethics, and Law Presentation, 2006)

<b>4/C</b>	<b>3/C</b>	<b>2/C</b>	<b>1/C</b>
<b><u>Good Follower</u></b>	<b><u>Ethical Leaders</u></b>	<b><u>Motivator and Standard Setter</u></b>	<b><u>Leaders of the Brigade</u></b>
<b>Plebe Summer → Plebe Year</b>	<b>Fleet Cruise / Sailing → 3/C Year</b>	<b>PROTRAMID /YARD → 2/C Year</b>	<b>Fleet Cruise / Small unit Ldrshp → 1/C Year</b>
<b><u>NL 112 - Leadership and Human Behavior</u></b> - Midshipmen examine fundamental tenets of leadership in the context of the theories and principles of individual and group behavior during their first semester. Topics include human development, followership, personality, motivation, performance enhancement, supervision and communication, as well as seminars with senior enlisted personnel and former commanding officers. The course instructors provide relevant personal and fleet based examples and emphasize interactive learning.	<b><u>NE 203 – Ethics and Moral Reasoning for the Naval Leader</u></b> - This course is structured around classical and contemporary writing in moral philosophy. Current and historical case studies are used to show how these fundamental ideas can be applied to the service of the professional military leader.	<b><u>NL 302 – Leadership: Theory and Application</u></b> - Students examine the theory and research of the contingent and dynamic process of leadership. Students refine and further develop their understanding of personal strengths, values, and growth opportunities in the context of team, group, and organizational leadership, as well as through the creation of a leadership vision and professional development plan. The course combines literature from the fields of social psychology, organizational behavior, and group dynamics to help students understand the factors that influence leadership in a military context.	<b><u>NL 400 – Law for the Junior Officer</u></b> - This course provides a broad survey of military law applicable to the junior officer. Students examine operational law concepts including the Law of Armed Conflict and the Law of the Sea. The course also explores a variety of military justice topics including constitutional issues such as search and seizure and self-incrimination, judicial and non-judicial forums and the administrative separation of enlisted service members from the Navy and Marine Corps. <b><u>NL 40X – Leadership Capstone</u></b> - A course to provide information on the duties and responsibilities required of a junior officer in the surface, submarine, aviation, special warfare, staff corps and Marine Corps.
<b><u>Self- Leadership</u></b> Life Purpose Personal Vision Group Dynamics Interpersonal Skills	<b><u>Moral Reasoning</u></b> Military Ethics Just War Conduct of War Character Duty	<b><u>Know Your People</u></b> Fleet Case Studies Transformational Leadership Group Behavior	<b><u>Know Your Job</u></b> UCMJ Fleet & Operational Focus Warfare/Community Preparation

### **3. History of Naval Leadership Capstone Course (Marine Corps)**

One of the last courses in the leadership continuum above is the Naval Leadership 40X (NL40X) series of courses. This type of course or something similar had been offered periodically “as early as the mid 1960s to prepare graduating midshipman” for commissioned service (Gannon, 2000). The predecessor to Naval Leadership Capstone (NL40X) was the Junior Officer Practicum (NS40X). The NS40X series was first offered in 1995 courses and was originally designed to provide midshipmen a “broader understanding of the Navy and Marine Corps, their components and how they work together” and to “provide midshipmen with a specific depth of understanding expected of a graduate of a service academy regarding joint operations, information technology and military sociology” (Gannon, 2000). There was a course for each of the Naval Warfare Specialties and the Marine Corps. Officers at the Academy who had expertise in the specialty taught each course.

The Marine Corps’ Junior Officer Practicum (NS404) was split into three parts: Marine Corps leadership, warfighting / basic tactics and professional development. The leadership portion focused on the Marine Corps’ philosophy of leadership and exposed Midshipmen to Staff Non-commissioned Officers and other enlisted Marines. The warfighting and tactical part of the course introduced the Marine Corps’ basic warfare doctrine as found in Marine Corps Doctrinal Publication-1, Warfighting (MCDP-1). This fundamental foundation was reinforced with tactical decision games and battle studies. The last segment of the course focused on the following areas: customs and courtesies, administration, uniform information, roles and responsibilities and a current operations and issues brief (Finley, 2002). NS404 was informally reviewed during the summer of 2004. The resulting course syllabus has been taught for two semesters (Spring 2005 and Spring 2006). The spring 2006 course syllabus can be found in Appendix A.

During the summer of 2005, all of the Junior Officer Practicum courses migrated from the Professional Development (PRODEV) Division to the Leadership Ethics and Law (LEL) Division. All of the courses were renamed from a Naval Science (NS) Junior Officer Practicum to Naval Leadership Capstone (Warfare Specialty). The Marine course was renamed Naval Leadership Capstone (Marine Corps), NL404. The shift to the LEL

division reflects a change for the vision of the courses. “The purpose of the Naval Leadership Capstone course (NL 401-406) is to serve as the culminating leadership experience for first class midshipmen in the area of leadership, character, and warfare community-specific development. NL 40X is meant to augment the classroom environment with intensive laboratories designed to provide knowledge, skills, and abilities that will serve midshipmen as they transition to service as commissioned officers” (LEL Working Document, 2005). Additionally, each course is meant to give the future officers a broader understanding of the responsibilities of being an armed forces officer as well as prepare them for their first active duty assignment or professional school. This study is intended to ascertain the needs of Marine Corps junior officers in the areas of leadership, character and community-specific training in order to assess if the current course is meeting the needs of the midshipman as he or she transitions to being a Second Lieutenant in the Marine Corps.

#### **4. Officer Development/Professional Development Curriculum Review**

The Officer and Professional Development Divisions (ODEV and PRODEV) initiated a review of their curricula based on a September 2005 directive from the Superintendent of the Naval Academy. This directive required the division to “investigate what courses should be taught and credit hours allocated to the various disciplines within the Divisions of Professional Development and Officer Development within a total limit of 18 credit hours available for Professional Development and Officer Development during a midshipman's eight academic semesters” (Academic Program Review, 2005). The review performed by the ODEV, PRODEV and the LEL divisions focused on the entire professional education and training program as well as the overall leadership curriculum. There were two studies performed to support this review.

The Distinguished Military Professors within the ODEV and LEL divisions conducted an integration project that studied the Naval Academy’s Officer Development System, attempted “to integrate the character, ethics and leadership programs,” and identified which “attributes are being successfully instilled in our (Naval Academy) graduates” (DMP Integration Project Presentation, 2005). This study identified attributes of a USNA Graduate, determined which attributes were being taught and how effectively

these attributes were being developed within Naval Academy graduates. This study also identified where these attributes were being taught in the leadership continuum.

The ODEV and PRODEV divisions also conducted a review of their program of record as part of division review. The purpose of this review was specifically to reduce the credit hours of the PRODEV and ODEV programs to 18 credit hours. Additionally the core curriculum objectives of the PRODEV and ODEV programs were defined. They fall into four categories; first class junior officer practicum, first class capstone, Seamanship and Navigation (SEANAV) core courses and the Leadership, Ethics and Law (LEL) core courses. The goal of the junior officer practicum and first class capstone is to prepare midshipmen for the fleet and to culminate their USNA leadership experience. The goal of the SEANAV core courses is to allow midshipman to master a common core of basic maritime skills in seamanship and navigation. The LEL cores courses, which make up the leadership continuum described above, are meant to prepare midshipmen to be combat leaders (ODEV/PRODEV Brief, 2006).

During the first semester of a midshipman's first class year, he or she is assigned a serve in either the Navy or Marine Corps upon graduation and commissioning. Each midshipman submits an individual request for specific warfare communities. The midshipman's request is based on their individual desires. These requests are screened and then sent to a service assignment board. The board further screens each request and the midshipman's performance record. Ultimately, each community selects and assigns every midshipman to a naval warfare community or to the Marine Corps (Wadle, 2004). The Naval Academy is allowed to access approximately 210 midshipmen each year into the Marine Corps. The number makes the academy the largest single accession source for the Marine Corps (Memorandum of Agreement, 2005). The next section will describe Marine Corps accession programs

### **C. MARINE CORPS OFFICER ACCESSION PROGRAMS**

The Marine Corps prides itself in recruiting the highest quality citizens to join its ranks both as enlisted and officers. Officer accessions generally falls under the administration of the Marine Corps Recruiting Command.

There are seven accession programs from which the Marine Corps receives its newly commissioned Second Lieutenants: 1) the United States Naval Academy (USNA), 2) the Naval Reserve Officer Training Corps (NROTC), 3) the Platoon Leaders Course (PLC), 4) the Officer Candidate Course (OCC), 5) the Marine Enlisted Commissioning Education Program (MECEP), 6) the Enlisted Commissioning Program (ECP), and 7) the Meritorious Commissioning Program (MCP). The latter three programs draw solely from the enlisted ranks of the Marine Corps. The primary purpose of these sources is to provide enlisted Marines, who have shown exceptional leadership ability, the opportunity to become commissioned officers (O'Brien, 2002).

The accession programs are displayed in Table 2.

Table 2. Marine Officer Accession Sources (Adapted from TBS Website, 2006)

<b>Accession Source</b>	<b>Percentage of Population</b>
<b>OCC</b>	35
<b>PLC</b>	25
<b>NROTC</b>	15
<b>USNA</b>	11
<b>MECEP</b>	8
<b>MCP/ECP</b>	6

These accession sources are governed by various Navy and Marine Corps directives. Two of the directives that relate most closely with the training and education requirements for Marine Officer candidates are the Professional Core Competencies (PCC) Manual for Officer Accession Programs (April 2001) and the Marine Corps Common Skills Program(MCCS), Marine Corps Order 1510.121A (October 2004).

The PCC Manual is a Chief of Naval Education and Training document that provides a common foundation for education and training required in Navy and Marine Corps Officer accession programs. “The core competencies recognize the increasing technical complexity of naval warfare, while continuing the fundamental requirements for education in leadership, ethics, and core values” (PCC Manual, 2001). Appendix B lists the Marine Corps specific requirements for commissioning from the PCC Manual

Marine Corps Order 1510.121A is a Marine Corps training and education document that describes a “system of individual training standard (ITS) directives that



provide progressive, building block skills expected of all Marines, enlisted personnel and officers alike, throughout the progression of their careers” (MCO 1510.121A, 2004). Appendix B lists the MCCA Individual Training Standards for Marine Officer Candidates. The ITS listed are the skills a Marine Officer candidate is required to master prior to commissioning.

The accession programs above can be consolidated into three categories; Officer Candidate School (OCS), NROTC, and USNA. The three programs are described below.

## **1. Officer Candidate School**

The mission of Officer Candidate School is:

...to train, evaluate, and screen Officer Candidates to ensure that they possess the moral, intellectual, and physical qualities for commissioning and the leadership potential to serve successfully as company grade officers in the Operating Forces (OCS Website, 2006).

OCS is located on Marine Corps Base, Quantico, Virginia. The length of the instruction ranges from six to twelve weeks in duration depending on the program. NROTC and MECEP candidates attend a six-week training session and then complete their baccalaureate degree before commissioning. PLC candidates attend either two six-week training sessions or one ten-week session depending on when they enroll in the program. PLC candidates are not commissioned until they receive their baccalaureate degree. OCC, MCP and ECP candidates attend one ten-week program (after graduating with a degree) and are then commissioned into the Marine Corps (Ergun, 2003). OCS derives its training and education program from the PCC Manual and the MCCA Program.

## **2. Naval Reserve Officer Training Corps**

The mission of the Naval Reserve Officer Training Corps is:

...to develop midshipmen mentally, morally, and physically and to imbue them with the highest ideals of duty, and loyalty, commitment and with the core values of honor, courage and in order to commission college graduates as naval officers who possess a basic professional background, are motivated toward careers in the naval service, and have a potential for

future development in mind and character so as to assume the highest responsibilities of command, citizenship, and government (NROTC CNETINST 1533.12F, 1998).

The NROTC program is currently located at 57 NROTC units/consortiums comprising 69 schools throughout the United States. The NROTC Program is available at over 100 colleges and universities that host NROTC units or have cross-town enrollment agreements with a host university (NROTC Website, 2006). Midshipmen in the NROTC program can apply for the Marine Option program after being accepted to the NROTC Program. “The NROTC Marine Option program educates and trains qualified men and women for careers as commissioned officers in the United States Marine Corps” (Finley, 2002). NROTC Marine Option midshipmen attend OCS after their junior year of college. A Marine Option must graduate from OCS to be eligible to be commissioned a Second Lieutenant upon graduation. Training and education standards for NROTC units directed by the Chief of Naval Operations and Chief of Naval Education and Training (OPNAV NOTICE 1530, 2005 and CNETINST 1533.12F, 1998)

### **3. United States Naval Academy**

The mission of the United States Naval Academy is:

...to develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government (Strategic Plan, 2005).

The Naval Academy is located in Annapolis, Maryland and commissions about 1000 Navy Ensigns and Marine Second Lieutenants a year. It “serves as the undergraduate college for the Navy and Marine Corps and prepares young men and women to become professional officers in the United States Navy and Marine Corps. The curriculum is a four-year undergraduate course of study with emphasis on professional development that provides a Bachelor of Science degree in any of 18 major fields of study and culminates with commissioning in the Navy or Marine Corps” (Finley, 2002). Marine Second Lieutenants that graduate from the USNA do not attend OCS but do participate in an intense four-year professional development program. “Midshipmen

receive both academic education and military training during their four years at USNA. Training at the Naval Academy starts with a seven-week indoctrination program called Plebe Summer. At the end of each year are various summer training programs designed to increase midshipmen's general and tactical military skills, experiences, and leadership abilities" (Ergun, 2003). The Naval Academy's curriculum and training programs are derived from the Secretary of the Navy and the Chief of Naval Operations (SECNAV INSTRUCTION 1531.2B, 2005 and OPNAV NOTICE 1530, 2005).

While at the Academy, midshipmen are exposed to the different naval warfare communities and the Marine Corps through different training and education programs. The next section describes the Marine-specific exposure programs.

#### **D. MARINE-SPECIFIC EXPOSURE PROGRAMS AT USNA**

Midshipmen are exposed to the Marine Corps throughout their time at the Academy before they are assigned to the Marine Corps and enroll into the NL404 course. There are Marines assigned to the Academy as instructors, coaches, company officers or senior enlisted advisors. These Marines aid in recruiting, selecting and training the midshipmen assigned to the Marine Corps. A midshipman's exposure to the Marine Corps includes many different programs. The Career Information Program, which provides a baseline of professional information about the Navy and Marine Corps, is offered as an four year information program for all of the components of the Naval Service (COMDTMIDNINST 1531.12A, 2005). There are also extra-curricular activities and summer training that exposes the midshipmen to the Marine Corps. The Semper Fidelis Society is a Marine-oriented extra-curricular activity offered to all midshipmen. There are three summer training programs that are offered to midshipmen in their second and first class summers: Professional Training for Midshipmen (PROTRAMID), Leatherneck and Marine Air Ground Task Force (MAGTF) Training. These programs are described below.

##### **1. PROTRAMID**

Professional Training for Midshipmen (PROTRAMID) is an elective summer training program. PROTRAMID is a four-week program, which introduces second class

midshipmen to the “mission and requirements of aviation (one week), submarine (one week), and Marine Corps (one week) warfare specialties. It exposes midshipmen to the Navy-Marine Corps team allowing them to make informed decisions about their future career options prior to service selection” (USNAINST 1530.1A, 2006) The fourth week of training is dedicated to academic work at the Academy focusing on character and public speaking (USNAINST 1530.1A, 2006). The goals of PROTRAMID as outlined in OPNAV NOTICE 1530, Midshipman Summer Training, are:

- To enable midshipmen to make an informed decision about future career options.
- To familiarize midshipmen with the mission, tasks, and equipment within the various warfare areas: subsurface, aviation, and Marine Corps.
- To introduce midshipmen to the career development ladder within each warfare area.
- To emphasize the importance of military customs, courtesies, smartness, and discipline.
- To reinforce leadership training through practical application of basic leadership. (2005)

Additional goals of the Marine segment of the PROTRAMID are to:

- Introduce midshipmen to the high standards of knowledge and professionalism required of all Marine officers.
- Expose midshipmen to the wide variety of Military Occupational Specialties available to Marine officers.
- Enable midshipmen to learn about the Marine Corps through close association with recent Basic School graduates.
- Expose midshipmen to the rigors of Marine life through field exercises and physical events.
- Demonstrate the pride and esprit shared by Marines of all ranks. (Memorandum of Understanding, 2001, as cited by Finley, 2002).

At some point during the PROTRAMID training schedule, “midshipmen report to TBS in Quantico, Virginia for a one-week Marine Corps orientation. The Basic School’s Academic Regulations describe the Marine segment of PROTRAMID as a one-week program that familiarizes midshipmen with the Marine Corps. Training focuses on the warfighting philosophy of the Marine Corps and exposing midshipmen to Marine Corps capabilities” (Finley, 2002). For some of the midshipmen this is the first and only

exposure to the Marine Corps prior to service selection. It must be stressed that PROTRAMID is purely an exposure program and does not meet the Marine-specific requirements outlined in the PCC Manual or MCCS Program.

## **2. Leatherneck**

“Prior to the class of 1989, midshipmen seeking commissions in the Marine Corps had no Marine-specific training in their professional development curriculum” (Finley, 2002). Midshipmen from the classes of 1989 to 1992 attended OCS but, “Navy and Marine Corps leaders eliminated the OCS/Bulldog requirement after the class of 1992 completed training in the summer of 1991” (Finley, 2002). As a result of the OCS requirement being dropped, “the Naval Academy instituted a voluntary Marine Corps training program called “Leatherneck” that is still in place today” (Wadle, 2004). Leatherneck is a three-week training program that takes place at TBS in Quantico, VA and is available to midshipmen as part of their first class summer training program (Wadle, 2004). “Leatherneck was not then, nor is it now, considered a formal prerequisite for Marine Corps selection” thus is not required for midshipmen to attend (Wadle, 2004). However, Leatherneck does provide midshipmen with their first tangible Marine Corps leadership experience (Gannon, 2000).

TBS and Naval Academy staffs administer the Leatherneck Program. The mission of the Leatherneck program, as stated in Finley’s 2002 study, is “to motivate, train and evaluate first class midshipmen through a positive Marine Corps experience that introduces students to the camaraderie, esprit and rigors of Marine Corps life” (MOU, 2001). The goal is to provide midshipmen considering Marine service assignment the opportunity to acquire basic field skills, to work closely with Marine Officers and to experience the professionalism and pride shared by all Marines.” Midshipmen are evaluated throughout Leatherneck and their evaluation is briefed during service assignment (Wadle, 2004). The Leatherneck program strives to:

- Provide feedback on the suitability of participating midshipmen to the Marine Service Assignment Board.
- Educate midshipmen in Marine Corps traditions and reinforce the concept that Marine officers are leaders first and specialists next.

- Expose midshipmen to the concept that every Marine Corps officer is capable of leading Marines in basic combat operations.
- Introduce midshipmen to the leadership tenants taught at The Basic School: leadership is rooted in an officer's character; an officer is a public figure; an officer's commission gives rise to "unremitting responsibilities."
- Introduce midshipmen the Marine Corps doctrine on warfighting, as outlined in Marine Corps Doctrinal Publication-1 (MCDP-1).
- Enable midshipmen to experience the demands placed upon Marine officers at TBS through physical events, academic instruction and field training.
- Provide potential Marine officers a field and tactical skill foundation that enables success at The Basic School.
- Expose midshipmen to the wide variety of Military Occupational Specialties available to Marine officers.
- Expose midshipmen to the professionalism, knowledge and esprit of enlisted Marines.
- Professionally enhance the leadership skills and experience of midshipmen through the observation of and discussion with Marine Second Lieutenants.
- Expose midshipmen to Marine Corps uniform, grooming and physical fitness standards (MOU, 2001, as cited by Finley, 2002).

Leatherneck's program of instruction (POI) is based on what TBS teaches to student lieutenants who attend the Basic Officer Course (BOC). The POI for BOC fulfills the requirements of the MCCS program and trains all of the individual training standards for a new officer and Marine Second Lieutenant. Leatherneck is not able to fulfill all of the pre-commissioning requirements prescribed in the PCC Manual or MCCS program but does meet some of the requirements. TBS is working to align the Leatherneck POI to the MCCS program in order to comply with the Marine Corps Training and Education Command's directives (personal correspondence with TBS Academics, 2006). It must be stressed that all midshipmen do not attend Leatherneck so there are a number of Marine-selected midshipman who will not have attended this training. After Leatherneck, midshipmen are afforded the opportunity to join the Operating Forces of the Marine Corps to gain more exposure to junior officer responsibilities.

### **3. MAGTF Training**

At the completion of Leatherneck or during their first class summer, Midshipmen are offered the chance to spend time in the operating forces, trailing a Marine Lieutenant who has already graduated from TBS and is established in his MOS (Wadle, 2004). This experience allows midshipmen to see the privileges and responsibilities given to Marine Lieutenants, work with enlisted Marines in the fleet, and experience the life of a young officer in the fleet (Finley, 2002). This training did not happen during the summer of 2005 (Class of 2006) due to the operational commitments of the operating forces. This part of summer training was re-instituted during the summer of 2006 (Class of 2007). This summer training program is an exposure program and does not fulfill any of the PCC Manual or MCCS program requirements.

### **4. Semper Fidelis Society**

The Semper Fidelis Society is a Marine-oriented extra-curricular activity (ECA) at the Naval Academy. “This ECA was established in the early 1980s during the tenure of Marine Representative Colonel C. E. McDaniel as a vehicle for instilling awareness among Midshipmen of the advantages of serving in the Marine Corps” (Gannon, 2000). The mission of the Society is to “develop esprit de corps and pride among the future Marines at USNA, and to foster Marine Corps traditions on the yard” (Gannon, 2002). This society is run by midshipmen and is monitored by Marine Officers on the yard. The Semper Fidelis Society is also a conduit for providing training for midshipmen interested in the Marine Corps. They organize Marine Corps functions such as conditioning hikes, combat leaders discussions, field-training evolutions and administer physical fitness tests for its members. The society also attempts to promote interest in the Marine Corps throughout the Brigade of Midshipmen and educate its members on Marine Corps career opportunities and lifestyle (Gannon, 2002).

## **E. THE BASIC SCHOOL**

### **1. Mission and Vision**

TBS is located at Camp Barrett aboard Marine Corps Base, Quantico Virginia. The school is part of Marine Corps Training Command, which is a subordinate command to Training and Education Command. The mission of TBS is:

...to train and educate newly commissioned or appointed officers in the high standards of professional knowledge, esprit-de-corps, and leadership required to prepare them for duty as company grade officers in the operating forces, with particular emphasis on the duties, responsibilities and warfighting skills required of a rifle platoon commander. (TBS Website 2006)

This is a unique mission in that every Marine Officer, regardless of accession source attends TBS. “Just as ‘every Marine is a rifleman,’ the Marine Corps believes that every Marine leader must know the skills of a rifleman to be able to lead that rifleman. By requiring all officers, including aviators, to attend TBS, an immediate bond is built between classmates that they will carry throughout their careers. Not only does the new lieutenant learn the technical aspects of being a provisional rifle platoon commander, they also how to become Marine officers together” (TBS Website, Command Brief, 2006). The vision of TBS is to develop newly commissioned Marine officers that are; “inspired to lead, adaptable, confident, and tactically cunning, able to decisively engage challenges throughout the spectrum of conflict” (TBS Website Command Brief, 2006). The philosophy that drives the training and education of the Lieutenants at TBS is found in the Academic Regulations:

Officer students have successfully completed pre-commissioning evaluation and screening and will be accorded all the privileges, respect, and obedience due them by virtue of the commission/appointment held. Consistent with this philosophy, the officer student is expected to exercise the requisite responsibility and judgment for the development of sound study practices and efficient organization and management of time available for study. The environment provided by TBS is designed to impart necessary tactical and technical competence while developing and stimulating initiative, self-reliance, discipline and confidence. The focus of The Basic School will be the development of leaders who are morally sound, and capable of both critical thinking and problem solving (BSO P5000, Academic Regulations, 2006).



TBS accomplishes these goals through a rigorous 24-week program of instruction called the Basic Officer Course. This course is meant to give every Marine Second Lieutenant the knowledge, skills and abilities of a provisional rifle platoon commander (BSO P5000, Academic Regulations, 2006). TBS attempts to reinforce officer core competencies through their instruction. The focus is on the training and education of its officer students. The goal of each of its courses is to prepare the new officers in five competency areas, which are described below in Table 3.

Table 3. The Basic School Competencies (The Basic School, BSO P500, Academic Regulations, 2006)

<b>Leader/Commander</b>	TBS develops within its officers the skills and instincts required to lead Marines in combat, realizing the prerequisite for effective leadership is the officer's strength of character. The staff imparts to the officer students the meaning of the commission or appointment and the significance of the "special trust and confidence" bestowed on them at their commissioning. Students are taught the officer is a public figure, accountable to the American people and to his Marines for upholding the highest standards of professionalism, duty, and morality.
<b>Decision Maker</b>	TBS instills its officers a bias for action and a willingness to make decisions. Officers are taught to analyze situations, weigh the consequences of potential actions, and act decisively. Each course of instruction emphasizes the leader's obligation for decision making and the acceptance of responsibility for those decisions. Officers will understand their moral authority for decision making, particularly in combat, is their character. Officers are also taught to gather information, make mental estimates, apply doctrine and principles, and evaluate courses of action.
<b>Communicator</b>	A goal of TBS is to train officer students to communicate clearly, both in writing and orally, in tactical or administrative settings. Officers are taught the importance of their words and given the tools to speak confidently, issue clear, meaningful orders and guidance, formulate a Commander's Intent, write coherently, counsel effectively, and critique meaningfully.
<b>Warfighter/Executor</b>	TBS graduates understand and are capable of applying Marine Corps warfighting doctrine, consistent with MCDP-1, Warfighting. Every officer is educated in the fundamentals of maneuver warfare, tactics, combined arms, and time-tested principles of battle. Realistic, combat-oriented training affords students the opportunity to hone critical field skills, apply tactical fundamentals, and experience firsthand the nature of battle: fog, friction, uncertainty, and fear. The goal is to develop competent combat leaders, grounded in basic infantry knowledge, and characterized by their sound judgment, bias for action, and excellence in execution.
<b>Life-long Learner</b>	A key goal throughout each course of instruction is to develop within each officer a thirst for professional military education that continues throughout his/her career, regardless of duration. Through the application of history, professional reading, battle studies and analyses, and current events, students are taught the complexities of the art of warfare and energized to undertake its life-long study.

## **2. Program of Instruction**

The TBS program of instruction (POI) is over 1300 hours of a combination of classroom lecture, discussion groups, practical application and field exercises. The classroom work equates to approximately 60 percent of the POI while the field exercises equate to about 40 percent of the POI. The POI is based on the Marine Corps Common Skills program, similar to OCS. TBS builds on the individual skills that are taught at OCS. TBS uses a building block approach to training. Students learn tactics, techniques, and procedures that build upon one another throughout the course. They begin with student handouts to familiarize themselves with the material and receive lectures on the subject. This is followed by small group exercises, practical application and situational training exercises. “Finally, students move from the garrison-learning environment into the field to apply the lessons learned in class and around the sand table” (Finley, 2002). The entire POI can be found in Appendix C.

## **3. Evaluation**

The purpose of the evaluation system at TBS is:

- The student performance evaluation system ensures only those who have mastered course material will graduate.
- The system allows for the early identification of substandard performers and for timely intervention in their studies.
- The system provides a basis for the development and control of training, tracking performance trends, and refining instructional methodologies.
- The system establishes a lineal standing of each BOC and WOBC graduating class for use by HQMC in assigning initial lineal rank standing. This lineal standing also provides for the recognition of the overall honor graduate, top 10 percent of graduates and the top graduate in each weighted area: academics, leadership and military skills. (BSO P5000, Academic Regulations, 2006)

Students at TBS are evaluated in three main areas: leadership, academics, and military skills. “Officers must achieve “course mastery” to be able to graduate and report to Military Occupational Specialty (MOS) schools. An average of 75 percent is required to pass each skill area” (Ergun, 2003). Appendix D is the Exam Advance Sheet for TBS and shows the relative weights of each of the three areas and what subjects are tested.

The leadership grade equates to 36 percent of a student's overall TBS grade. “The purpose of the leadership evaluation system, is to evaluate the leadership abilities and potential of every officer student, to ensure that they will capably lead Marines in follow-on assignments” (BSO P5000, Academic Regulations, 2006). This evaluation consists of grades received while in field and garrison billets, participation evaluations in discussion groups and practical application exercises and two command evaluations at week 12 and 22 of the POI. “The first command evaluation occurs during week 12 of training and accounts for 14 percent of a student’s overall grade. The second command evaluation occurs during week 22 of training and accounts for 22 percent of the student’s overall grade. Although grade assignment occurs at specified period during training, leadership evaluation is a continuous process by peers as well as company and instructional staff” (Finley, 2002). The leadership evaluation is a combination of peer evaluations and staff platoon commander evaluations rankings. A standard bell curve is applied to the ranking ranging from 75 to 95 percent. (Finley, 2002)

The academic grade equates to 32 percent of the student’s overall standing at TBS. This grade is the compilation of nine formal exams. These exams are

...criterion-referenced tests. Criterion-referenced tests measure a student's performance using a predetermined standard of acceptable performance. Performance is interpreted in terms of content mastery and is independent of the performance of other students. The scores are reported in terms of the percentage of test items answered correctly. At TBS, the level for mastery is 70 percent or above for individual tests, and 75 percent for the aggregate of all tests (BSO P5000, Academic Regulations, 2006).

The last part of the TBS evaluation is in the area of military skills. There are 18 graded events that constitute the military skills grade. The military skills grades account for 32 percent of the overall TBS grade. The basis of these skills is the Marine Corps Common Skills program. “The rigors of combat demand that all Marines possess a wide range of martial knowledge and warfighting skills. An officer of Marines must not only individually master these skills, but must also possess the ability to teach these skills to the Marines he/she will soon lead. Consequently, the purpose of the military skills evaluation system is to measure the proficiency of an officer student in these critical

areas” (BSO P5000, Academic Regulations, 2006.) USNA graduates have generally performed well at TBS. Two recent research theses investigated graduate performance at TBS.

## **F. RECENT STUDIES CONCERNING USNA GRADUATE PERFORMANCE AT TBS**

### **1. Finley, 2002**

Major Todd Finley examined the performance of Naval Academy graduates at the Marine Corps' Basic Officer Course. The study focused on the impact of Marine Corps exposure programs and Marine-specific summer training programs on class standing at TBS for newly commissioned Second Lieutenants who attended the Academy between 1988 and 1999 (Finley, 2002).

“Finley’s primary hypothesis was that Midshipmen who had attended OCS/Bulldog would demonstrate the highest class standings at TBS” (Finley, 2002 as cited by Wadle, 2004). His secondary hypotheses was that that varsity letter recipients, prior-enlisted Marines, midshipmen with Marine Corps parents, midshipmen who had participated in service assignment and the Naval Science 404 course would also have a higher TBS class standings (Finley, 2002).

Following a methodology established by a previous study, Finley converted TBS class standings into percentiles to standardize for varying class sizes. He segmented his data set (N = 1615) into four main groups: “(1) Midshipmen in the graduating classes of 1989-1992 who attended OCS/Bulldog, (2) Midshipmen in the graduating classes of 1988 and 1993 who received no Marine Corps-specific training, (3) Midshipmen in the graduating classes of 1994 -1999 who attended Leatherneck, and (4) Midshipmen in the graduating classes of 1995-1999 who attended both Leatherneck and the Marine Corps Capstone course” (Wadle, 2004).

Finley’s research supported his primary hypothesis and concluded that midshipmen who attended OCS/Bulldog achieved the highest class standings as compared to midshipmen who attended Leatherneck. Additionally, those midshipmen who received no Marine Corps-specific training achieved the lowest average class standings (Wadle, 2004).

Finley's research suggests that "Marine-specific training makes a difference in the performance of Naval Academy graduates at The Basic School" (Finley, 2002). Midshipmen who had some type of Marine-specific training or education prior to TBS performed better than midshipmen who received no training. Additionally, a midshipmen's overall performance at the Naval Academy also predicted class standing at TBS. Higher order of merit was correlated to a higher class standing at TBS (Finley, 2002). Finley also recommended that the Academy continue to improve the Leatherneck program and develop "advanced Marine-specific training opportunities" to prepare midshipmen for the service in the Marine Corps. "Experience gained through summer training and military environment immersion combined with the Marine-specific summer training pipeline and capstone courses will provide Naval Academy graduates with the foundation for success" (Finley, 2002).

## **2. Ergun, 2003**

Major Levent Ergun studied the performance of Marine Officers from different accession sources. His study included an evaluation of fitness reports, performance at TBS, retention, and promotion to major and lieutenant colonel. The primary goal of the study was to explain the effect of officer accession source on Marine Officers' careers (Ergun, 2003).

Ergun discusses the accession process as part of the officer career management system. "An officer career management system is comprised of four basic personnel functions: accessing, developing, promoting and transitioning" (Thie and Brown, 1994 as cited by Ergun, 2003). He describes accessions as having four parts: pre-entry acculturation, entry point, initial tenure, and amount of obligated service (Ergun, 2003). For the purposes of this research, pre-entry acculturation is relevant. Ergun describes pre-entry acculturation as "the process designed to familiarize individuals with military standards and make them fit into military life as best as possible. Alternatives in pre-entry acculturation are possible in two dimensions of the aspect: duration and intensity" (Ergun, 2003). He describes the duration as short or long and intensity as being low or high. After describing each Marine Corps accession source, Ergun classifies the Naval Academy as an educational, long, high intensity acculturation process as compared to

NROTC / MECEP (educational, long, low-intensity), MCP / ECP (experiential, short, high-intensity) and PLC / OCC (short, high-intensity) (2003).

Ergun's literature review looks at a 1993 Center for Naval Analysis (CNA) report that studied officer performance at TBS. The results of the CNA study found that ECP and USNA graduates performed better than their NROTC, PLC and OCC counterparts at TBS (Ergun, 2003). Ergun's data also showed that the three enlisted accession sources (MECEP, MCP and ECP) had significantly higher overall class ranking as compared to USNA and NROTC. Thus, it would suggest that prior military experience and a longer acculturation process are benefits for performance evaluation at TBS.

## **G. CHAPTER SUMMARY**

The purpose of this chapter was to provide background information about how the Naval Academy educates future leaders and to describe Marine Corps accession programs, USNA Marine-specific exposure programs and to describe The Basic School. Additionally, it reviewed recent studies of USNA graduate performance at TBS. The Naval Academy prides itself on producing capable Naval Leaders. The process of making a leader at the Academy is a four-year process. The Leadership Education continuum is a comprehensive program that educates midshipmen about the art and science of leadership. It starts with an examination of human behavior and how self-leadership is applied. The midshipmen then learn about ethical and moral reasoning in order for them to make sound and timely decisions as a military leader. The goal of leadership education and training of midshipmen is to produce courageous combat leaders. Midshipmen are assigned to either Naval specialties or the Marine Corps during their first class year. The final course about leadership is a supposed to be a capstone that puts all of the prior leadership discussion into the context of a Naval specialty or service (Marine Corps).

The Naval Academy is the largest single institution that accesses Marine Officers (Finley, 2002). While all other accession sources attend OCS, a USNA graduate does not. A USNA graduate's acculturation into the Marine Corps is a long, high-intensity program. Starting with Plebe indoctrination and then continuing through four academic years and three summer training cycles, a midshipman is transformed into a Naval or

Marine Officer. Throughout the four years a midshipman is exposed to the Marine Corps and receives Marine-specific training and education. This exposure and training aids their decision for service assignment and additionally helps prepare those midshipmen selected for the Marine Corps for follow-on schools. The first school that a Marine USNA graduate attends is TBS in Quantico, Virginia. TBS has the mission of preparing all Marine Officers for the rigors of leading Marines. TBS lays the foundation for a Marine Officer's career. Marine Naval Academy graduates have historically performed well at TBS. Finley's (2002) research showed that USNA graduates performed best when they received Marine-specific training prior to attending TBS.

NL 404 Naval Leadership Capstone (Marine Corps) is the last Marine-specific training and education a midshipman receives prior to being commissioned into the Marine Corps. As part of the ODEV curriculum review, LEL initiated a review of its NL40X series of courses. NL404 is the only course that is required for all Marine-selected midshipmen to complete prior to commissioning. This course is essential to completing a midshipman's transition from student to Marine Officer. The purpose of this research is to assess the educational and training needs for a USNA graduate entering the Marine Corps. This study will now shift to review relevant literature concerning education and training needs assessments, capstone courses and leadership development within the Marine Corps.

### **III. LITERATURE REVIEW**

#### **A. CHAPTER OVERVIEW**

Chapter II reviewed the current state of the NL404 course and described the process of developing leaders at the Academy. Additionally, it described the different accession programs for the Marine Corps. The purpose of this research is to identify the educational and training needs for a Second Lieutenant entering the Marine Corps from the United States Naval Academy. This chapter will first review literature that is relevant to conducting an educational and training needs assessment. This section will define what a need is and describe the purpose of a needs assessment. The next section will define education and training and then describe the differences between them. This is relevant due to the dual educational and training mission of the Naval Academy. The next section will review knowledge, skills, abilities, attitudes (KSAA) and competencies. KSAAAs and competencies are the desired outcomes of an educational or training program. This research will identify what KSAAAs NL404 should be developing within a midshipman. The last section will review a thesis that examined leadership skills development within Marine Corps training and education programs. This section focuses on the Marine Corps definition of leadership and the development continuum with the Marine Corps education system. Additionally, this section identifies leadership skills areas the researcher data found to be important or lacking for Marine Officers.

#### **B. EDUCATIONAL AND TRAINING NEEDS ASSESSMENT**

The NL40X series of courses at the Naval Academy is meant to prepare first class midshipman for future duty in their assigned warfare specialty. This series of courses has been in existence at the academy since 1995. The recent shift of the courses from the Naval Science division to the Naval Leadership division has led to a review of the purpose and subject matter of the courses. The purpose of this research is to assess the needs of Marine Second Lieutenants as they relate to the NL404 course. Relevant literature has many definitions for a needs assessment. The first step is to define need. Most literature agrees that a need is defined as “gap” between the present state of affairs or “what is” and the desired state of affairs or “what should be” (Witkin, 1995). Often,



“need,” in terms of assessing an educational or training program, is incorrectly defined as a “want or desire” (Swist, 2006). Kenneth Nowack describes true needs versus wants in training. “A true training need exists when specific job tasks or behaviors are important and an employee’s proficiency is low. A training want may arise when specific job tasks or behaviors are not important and an employee’s proficiency is low” (1991). This research is designed to identify true needs for the Marine Naval Academy graduate as opposed to the training and education wants of the multiple stakeholders.

A needs assessment is generally defined as a systematic process to aid in setting priorities or making decisions about training or education programs (Witkin, 1995). Brinkerhoff and Gill, as cited in Gupta (1999), identify a needs assessment as a process for identifying knowledge and skills necessary for achieving organization goals. Additionally, Judith Brown describes a needs assessment as an “ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization accomplish its goals” (2002). For this study the organizational goals are that of the Naval Academy and the knowledge and skills for a Marine Corps officer. Gupta also describes a needs assessment as a process for pinpointing gaps in performance or a method to identify new or future performance needs (1999). Marine graduates from the Naval Academy have performed well at TBS in the past and continue to perform on par with their peers from other accession sources (Finley, 2002). This needs assessment will validate current needs or identify any new training and education needs for the Marine graduate.

An organization performs a needs assessment for many reasons. Rossett (1995) states that a needs assessment is done when instructional technologists are trying to respond to a request for assistance and that the assessment gathers data to assist in making data-driven and responsive recommendations. Gupta (1999) states there are numerous reasons to conduct a needs assessment. One reason is “when existing programs must be updated or revised.” This needs assessment is being conducted to do both; in response to the Naval Academy’s curriculum review and to revise or update the NL404

course. This assessment will identify the training and educational knowledge and skills needs for a Marine graduate from the USNA. The next section will discuss the difference between training and education.

### **C. TRAINING VERSUS EDUCATION**

Training and education are often considered synonymous. According to some literature, both are similar but can be altogether different (Stolovitch, 2002). The Marine Corps distinguishes between training and education. According to Marine Corps Order 1553.1B (1991), education and training are different but complement each other. The early stages of a Marine's development are weighted more towards training while education is stressed in later stages. The following are the Marine Corps definitions for education and training:

Education is a “the process of moral and mental development; the drawing out of students to initiate the learning process and bring their own interpretations and energies to bear, the product of which is a creative mind The goal of education is to produce thinkers (MCO 1533.1B, 1991).

Training is “the conduct of instruction, discipline, or drill; the building of information and procedures; and the progressive repetition of tasks –the product of which is skill development and proficiency. The goal of training is to produce a person capable of performing a specific routine function with proficiency (MCO 1533.1B, 1991).

Ryan Nelson (1991) also states that education and training are different but complement each other. Nelson states that learning is “relatively permanent change in behavior occurring as a result of experience” (1991). Training and education both contribute to a learner's experience. Nelson goes further and describes education as a function of learning problem-solving and focuses on the ability to reason abstractly while training provides the tools or skills for implementing problem-solving and to work concretely (1991). “Education helps the student choose his or her activity; training helps the participant improve performance (Nelson, 1991). Harold Stolovitch (2002) supports these definitions as well. He states that training is trying to create a “change in learners that they consistently reproduce without variation.” This includes rote memorization skills, procedural steps and being able to “execute mental or physical procedures without thinking” (2002). Stolovitch adds that “instruction” is necessary for learners to

generalize beyond the specifics and to be able to adapt training. Education conveys a more long-term change for a learner. Stolovitch states that “the purpose of education is to build mental models and value systems.” In conclusion, Stolovitch says the aim of training, instruction and education is to build knowledge and skills. They all have separate functions but can also complement each other. Ultimately, through training and education a learner can be changed or transformed in ways desirable for the individual and the organization (Stolovitch, 2002).

The Naval Academy has the mission to both train and educate midshipmen. This assessment will identify both the training and educational needs for the Marine graduate to transform from a midshipman to Marine Officer. As stated above, the purpose of training and education is to build knowledge and skills but they are also used to change attitudes and develop a set of competencies. The next section will discuss knowledge, skills, abilities, attitudes and competencies.

#### **D. KNOWLEDGE, SKILLS, ABILITIES, ATTITUDES, AND COMPETENCIES**

The goal of any education or training program is to build the knowledge, skills, abilities, and attitudes of the learner (Stolovitch, 2002). KSAs and competencies have varying meanings. KSAs and competencies are often used interchangeably, but there are distinctions between the two. Generally, KSAs are considered to be elements that make up competencies. A U.S. Army Research Institute study about future leadership competencies states that competencies should “describe what effective leaders do to influence individual or organizational success (Horey, 2004). They go on to define competencies as the “cluster of knowledge, skills, abilities and other characteristics that underlies effective individual behavior leading to organizational success” (Horey, 2004). In addition to the Horey’s definition of competencies, Gupta (1999) describes competencies as the “knowledge, skills, attitudes, values, motivations and beliefs people must have in order to be successful in a job.” A Department of Defense (DOD) accepted definition adds that the clusters of KSAs that make up competencies are necessary for an individual to perform one or more tasks in a particular job context (Newlon, 2004). For this research, competencies are defined as those knowledge, skills, abilities and attitudes that a midshipman must possess to successfully perform as a Marine Officer.

Knowledge is defined as what people know in order to do a job (Gupta, 1999). Additionally, The Marine Corps Systems Approach to Training (SAT) Manual describes knowledge as involving the storage and recalling of information and refers to the learning of names, facts, processes, and principles (2004). Gupta (1999) describes a skill or ability as what people must know in order to perform a job or task. The Marine Corps SAT manual defines a skill as the ability to perform an activity that contributes to the accomplishment of the step, task, event, or job (2004). A broadly accepted DOD definition of skill is the ability to perform a certain physical or mental task or learned act. These tasks or learned acts could be motor, psycho-motor or cognitive skills (Newlon, 2004). Additionally, ability is defined as an enduring attribute of an individual's capability for performing a range of tasks. Abilities differ from skills in that abilities are attributes that the individual has "inherited or acquired in previous situations and brings to the new task situation" while a skill is linked more to performance of specific tasks or sequence of tasks (Horey, 2004). The DOD defines attitude as the "internal state that influences an individual's choices or decisions to act in a certain way under particular circumstances" (Newlon, 2004). KSAs are linked together to make up competencies. Having just the skills or abilities to perform a series of tasks does not necessarily ensure performance. A learner must have knowledge of how the tasks relate to each other, knowledge of the organizational goals and also have the right attitude to perform well. Together KSAs lead to better individual performance and a more successful organization.

The process of identifying KSAs and competencies is difficult. Generally, a list of KSA is derived from work or job analyses. Competencies, on the other hand, are not a list that results from a particular job analysis but, are the characteristics desired for an individual across an organization (Horey, 2004). While having good knowledge, skills or abilities can lead to success in a particular job, having the right competencies can lead to better success across varying tasks. According to Scott Parry, "skills tend to be more situational and specific, whereas competencies are generic and universal." Parry further states that teaching underlying competencies can lay a solid foundation that will enable better skills instruction progression, depth of understanding and training transfer (Parry, 1998). This suggests that if midshipmen taking NL404 were taught or reinforced with a

set of underlying competencies common to Marine Officers, and then the knowledge, skills and abilities to be a Marine Officer would be more easily understood. Parry (1998) also suggests that there is a common set of competencies for managers. These common competencies come up multiple times in various training literature and are displayed in Table 4 below.

Table 4. Common Manager Core Competencies (Parry, 1998)

<b>Administrative</b>	<ul style="list-style-type: none"> <li>• Time management and prioritizing</li> <li>• Setting Goals and standards</li> <li>• Planning and scheduling work</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Listening and organizing</li> <li>• Giving clear information</li> <li>• Getting unbiased information</li> </ul>
<b>Supervisory</b>	<ul style="list-style-type: none"> <li>• Training, coaching and delegating</li> <li>• Appraising people and performance</li> <li>• Disciplining and counseling</li> </ul>
<b>Cognitive</b>	<ul style="list-style-type: none"> <li>• Identifying and solving problems</li> <li>• Making Decisions, weighing risks</li> <li>• Thinking clearly and analytically</li> </ul>

The above competencies are congruent with The Basic Schools' Marine Officer competencies: Leader/Commander, Decision maker, Communicator, Warfighter/Executer and Life-long learner.

The Naval Academy has identified attributes and competencies that its graduates should have upon graduation and commissioning (Leadership, Ethics and Law Presentation, 2006). Additionally the Navy and Marine Corps have identified traits, principles and values for both their enlisted member and officers. The Naval Academy also has a leadership education continuum that strives to build those attributes and develop the identified competencies in the midshipmen. Through summer training programs, the Naval Academy strives to develop the knowledge, skills and abilities of junior Naval or Marine Corps Officers. The next section will examine a study concerning leadership development within the Marine Corps.

## **E. LEADERSHIP SKILLS, DEVELOPMENT IN MARINE CORPS TRAINING, AND EDUCATION PROGRAMS**

Major Christopher Page and Captain Scott Miller conducted a comparative analysis of the leadership development skills in Marine Corps training and education programs (2002). The purpose of this analysis was to “examine the approach to leadership development within the Marine Corps and provide a framework for analyzing its relevancy” (Miller and Page, 2002). The research investigated the leadership development process for both officers and enlisted Marines. Their research sought to identify what leadership core competencies, skills and principles the Marine Corps teaches and what skills that company and field grade officers found most applicable in their daily operations. The research outlined current Marine Corps leadership training and education materials across four formal Officer Professional Military Education (PME) courses by conducting a content review of course curricula, and then examined the relevancy of principles and practices of leadership training and education among those courses. They accomplished this using a two-part survey with a non-random sample of officers. The survey was a combination of likert-scale questions and open-ended questions. They surveyed forty officers in their study. The results were then compared to actual training and education for potential gaps. Additionally, they conducted structured interviews with the Commanding Officers of OCS, TBS, the directors of the Expeditionary Warfare School (EWS) and the Command and Staff College and the Operations Officer of the Marine Corps University. These schools are all responsible for the professional training and education of Marine Corps Officers. Finally, the research used a continuum of leadership skills to outline the key areas of proposed competency and relevancy based on analysis of the findings (Miller and Page, 2002).

This study states that “Marine Corps leadership development begins with a basic understanding of characteristics and traits” (Page and Miller, 2002). It continues on to state that Marine Corps courses draw upon many theoretical models of leadership and outlines how each theory can be applied to Marine Corps leadership development. Figure 1 below is a synopsis of these theories and their applicability to the Marine Corps.

<b>Theory</b>	<b>Marine Corps Applicability</b>
<b>Genetic Leadership Theory</b> implies that leadership abilities are passed down by generations and leaders are born not made.	The Marine Corps screens and evaluates candidates for leadership positions based on demonstrated potential. Although not a pure application of genetic theory, certain inherent capabilities are expected and rewarded prior to selection.
<b>Trait Theory</b> focuses on the concept that great leaders possess different traits from the average person. These traits include but are not limited to intelligence, honesty, physical stamina.	The Marine Corps use 14 traits and 11 leadership principles as the basis for leadership development. Taught at all levels.
<b>Behavior Theory</b> focuses on leader behaviors. Two dimensions of behavior leadership: task and relationship. A leader can change behavior based on the task and the relationship with the followers.	Marine Corps leaders tend to fall into different behavior categories based on the situation they face.
<b>Situational Leadership Model</b> states that leadership style can vary to fit a situation. Leaders tend to range from autocratic to democratic based on the situation and the followers.	The Marine Corps demands that leaders be prepared for a wide spectrum of situations and that leaders must have different approaches to different situations.
<b>Developmental Theory</b> states that a leader's ability changes over time based on knowledge, experience and maturation. Skills from one stage of development lead to the next stage of development. A more developed leader is better suited for more complex situations	The Marine Corps has defined job responsibilities and performance measures for leaders and different levels and or ranks. Marine leaders are often placed into jobs of increased responsibility regardless of rank
<b>Transforming Leadership Theory</b> involves the mutual relationship between a leader and follower. Success is not just task accomplishment but also whether the goal of the leader and follower are met. This has a transforming effect in that both parties develop. Followers can become leaders and the organization improves as a whole.	Every Marine is both a follower and leader. Mission accomplishment and the development of both, followers and leaders, are dependent on each other.
<b>Greatness Theory</b> focuses on greatness as the epitome of leadership. Development of the "leadership mind" is central to the theory. Involves open-mindedness and the ability for a leader to exercise balance and get people to buy-in to goals.	Touches on historical Marine Corps examples of tradition and adaptation. It exemplifies the core values of honor, courage, and commitment in suggesting the highest personal and organizational values. Interviews with senior course directors indicated the highest level of ethical training and education is required to operate in chaotic and turbulent environments. <sup>8</sup> These qualities are even more desired in military scenarios that involve life and death decision-making.
<b>Servant Leadership Model</b> states that a person first has a desire to serve not necessarily to lead. Servant leaders demonstrate selflessness, preservation of goals and the concerns of followers.	Although not specifically taught in Marine Corps schools, this type of leadership is suggested in the context of the Marine Corps core values and heritage of personal sacrifice.

Figure 1. Leadership Theories and Applicability to the Marine Corps  
(Adapted from Page and Miller, 2002)

The Page and Miller study displays its results in a series of graphs that provide answers to their likert-scaled questions. The answer scale ranged from "disagree, somewhat disagree, somewhat agree to agree." (2002) The questions that are germane to this study are summarized below:

- 89 percent of officers understand the definition and role of the Marine Corps core values.
- 66 percent of officers agreed that they received relevant leadership training and education at OCS and TBS.
- 42 percent of officers agreed and 47 percent of officers somewhat agreed the Marine Corps Leadership training prepared them to lead subordinates.
- 61 percent of officers disagreed that the Marine Corps Leadership training taught them everything they needed to know about leadership.

Page and Miller summarized the results of their open-ended questions in a table. The open-ended questions surveyed participants to identify leadership skills that they felt were important and/or lacking from formal Marine Corps training. The first question asked the participants which were the three most important leadership skills they received from formal Marine Corps Training. The second question asked the participants to identify the leadership skills that were lacking from formal training. Table 5 was adapted from their results. The table shows the percentage of responses for each skill. For example, 12 percent of the officers responded that leading by example was an importance skill to possess while 9 percent stated that communication skills were lacking in formal training (Page and Miller, 2002).



Table 5. Summary of Importance of Skills and Skills Lacking from Formal Training

<b>Importance</b>	<b>%</b>	<b>Lacking Skills</b>	<b>%</b>
Lead by example	12	Communication	9
Integrity	10	Counseling	8
Professional competence	5	Dealing w/seniors	5
Counseling	5	Real- world training	5
Giving mission type orders	4	Mentoring	5
Listening	4	Justice	5
Setting the example	2	Ethics	3
Handling subordinates	2	Dealing w/SNCOs	3
Delegation	2	Understanding enlisted promotions	3
Handling lack of resources	2	Planning	3
Acting or taking action	2	Leading under stress	3
Judgment	2	Peer to peer leadership	3
Initiative	2		
Communication	2		
Disciplinary skills	2		

Lastly, the Page and Miller 2002 study interviewed senior Marine Corps school directors. Six officers were interviewed. The relevant questions are summarized below.

All of the respondents agreed that the 14 Leadership Traits and 11 Leadership Principles were the most important skills that were taught to them in formal schools. Four expressed that setting the example and leading by example were the most important (Page and Miller, 2002). All of the respondents stated that the current leadership education is relevant to contemporary issues. They stressed that Marine leadership stresses basics and flexibility. Three of the officers made recommendations that more meaningful ethical decision exercises or cases studies need to be included in training in order for Marines to be able to respond to the changing situations. (Page and Miller, 2002) All of the officers interviewed felt that core values serve as a foundation for leadership. They stressed that core value and ethical training are central to Marine leadership (Page and Miller, 2002). The respondents stated that officers and Staff Non-

commissioned officers need the same skills but the degree to which they possess those skills differs. Officers need not only to have the skills but must be able to teach the skills. Lastly, they stated that leadership skills do not change in combat except that the level of stress will change (Page and Miller, 2002).

## **F. CHAPTER SUMMARY**

This chapter reviewed relevant literature that pertains to educational needs assessments, a definition of education and training and their differences and an examination of KSAs and competencies. Lastly, the chapter examined a 2002 study of leadership development in Marine Corps education and training courses.

An educational and training needs assessment is a systematic process that identifies true needs versus wants. This process should identify the knowledge and skills necessary for achieving an organizations goal. Lastly, a needs assessment is done for a purpose. This purpose could be to review and validate a current program or to gather data to assist in making decisions on course content. The purpose of this study is to review, revise and or update the current NL404 program as part of a LEL curriculum review. The study will identify the true needs for the USNA Marine graduate based on stakeholder inputs and will be based on the organization goals of the both the Naval Academy and Marine Corps.

Training and education definitions are often used interchangeably. This review showed that the two are similar but can be altogether different as well. Various definitions exist for the two concepts. The Marine Corps defines education as a process that produces thinkers while training produces a person capable of performing tasks and develops skills. Education is a process of learning how to solve-problems and can produce long-term change in a learner. Training on the other hand gives a learner the tools and skills to implement problem solving. Ultimately, the goal of both training and education is to build knowledge, skills and abilities that will transform a learner. The Naval Academy has the mission to both train and educate midshipman who are ready to take on the responsibilities of a junior officer. This study will identify what KSAs a Marine graduate needs to be successful.

As stated above, the goal of education and training is to build knowledge and skills in a learner. This chapter examined the difference between KSAs and competencies. Competencies involve clusters of KSAs that lead to successful job or task performance. Identifying the different KSAs and competencies for an individual is difficult. A KSA list can be derived from a job analysis. Competencies, on the other hand, are desired characteristics of an individual across an organization. While having a good list of KSAs can lead to success in a particular task or job, having the right competencies will ensure a broader foundation of success. From the literature, it is suggested that teaching underlying competencies in addition to KSAs will lead to a better skills progression and depth of understanding. This suggests that by teaching underlying competencies and KSAs to midshipman destined for the Marine Corps, they will be better prepared to be Marine Officers. Scott Parry's common manager core competencies are aligned with the officer competencies that TBS has identified. The Naval Academy has also identified attributes that are desired in its graduates. Through the Naval Leadership Continuum, a midshipman should develop the competencies and KSAs to be a Naval Officer. The NL404 curriculum should integrate this education and training and relate these competencies and KSAs to the Marine Corps list of officer competencies.

The last section of this chapter examined a study on leadership development within the Marine Corps. The study identified different leadership theories and their applicability to the Marine Corps. The study's data suggests that most officers are satisfied with their leadership education and training provided by the Marine Corps. Additionally, the study's data shows a list of skills that officers felt were important and also felt were lacking. Lastly the study states that the 14 leadership traits and 11 leadership principles were paramount for officers to understand and utilize to be successful in the Marine Corps. This study will be used as additional data for identifying the needs for a Marine Second Lieutenant graduating from the Naval Academy. This study will now shift to a discussion of the research model and methodology used in collecting and analyzing the data used to identify the needs of a USNA Marine graduate.

## **IV. RESEARCH METHODOLOGY**

### **A. CHAPTER OVERVIEW**

The purpose of this chapter is to provide a discussion of the research model and methodology used to conduct the research. This needs assessment was conducted to determine the educational and training needs of a Marine Second Lieutenant entering the Marine Corps from the Naval Academy. The chapter will first cover the needs assessment model used to conduct this research. The next section will discuss the participants of the study. Finally, the last section of the chapter will review the data collection tools and procedures utilized by the researcher.

### **B. NEEDS ASSESSMENT MODEL**

The purpose of this study is to identify the educational and training needs of a Marine Second Lieutenant who graduates from the United States Naval Academy. As stated in the last chapter, a needs assessment is a systematic process to aid in setting priorities for a training and education program (Witkin, 1995). Additionally, a needs assessment is an “on-going process of gathering data to determine what needs exist so training can be developed” (Brown, 2002). The model used for this assessment was adapted from a model presented by Gupta (1999). The process described by Gupta involves five steps.

The first step is to “gather preliminary information about the training needs of the target group.” This involves conducting initial interviews or polls with internal or external clients, senior managers, end users the functional heads or managers of the target audience to gather information about the problem (Gupta, 1999). This study conducted initial interviews with the Senior Marine at the Naval Academy, the NL404 course coordinator, the staff of TBS concerning the subject of Second Lieutenant training. Next multiple Marine Corps and USNA documents were reviewed to determine institutional training and education policies and requirements. Lastly past research studies on USNA graduate performance at TBS were reviewed to gather an historical

perspective on USNA graduates. The objectives of this phase are to establish the goals of the assessment and obtain a holistic view about the educational and training needs (Gupta, 1999). For this study, the objectives are stated in Chapter 1.

The next step of the process is to make a plan. The objectives in this step are to determine the types of data to be collected, determine the sources of the data, the type of analysis to be performed, and identify the types of tools to be used (Gupta, 1999). Gupta states that when revising or updating an existing training program, the target audience, subject matter experts (SME), supervisors and other related internal and external clients should be included as a data source (1999). To meet the goals of this study, it was determined that data should be collected from recent graduates of the Naval Academy who were finishing TBS (target audience), the TBS staff (supervisors and SMEs), and former operating force commanders (SME and supervisors). The data collected from the recent graduates and the TBS staff was analyzed to compare the relative importance of KSAs versus the relative preparedness in those KSAs for the Second Lieutenant. The interview data gathered opinions of SMEs as to which KSAs were important for Second Lieutenants to possess. The tools used for this study were surveys with open-ended questions and interviews.

The next step of the process is to perform the analysis. This includes developing tools and conducting the analysis. (Gupta, 1999) A pilot survey was developed based on identifying which KSAs were most important for a Marine Second Lieutenant to have. The survey collected basic demographic data and the participants of the pilot group were asked to rate a set of KSAs in terms of level of importance. The KSAs were derived from the TBS POI. The survey then had open-ended questions pertaining to the level of KSAs preparedness. The pilot survey was issued to a group of Marine Second Lieutenants assigned to Mike Company at TBS. These Lieutenants were recent graduates of the Naval Academy but had not completed the six-month Basic Officer Course. Additionally a group of six staff members and two former TBS company commanders were given a pilot survey to gain the supervisor and SME perspective. After the survey was completed the researcher discussed the questions with the pilot groups. This was done to ensure the survey was not biased in anyway. These surveys were then analyzed and modified based on the feedback from the pilot groups. . The final survey that was

used for the research can be found in Appendix E. The final survey was issued to a 153 recent graduates of the Naval Academy who were near the end of their six-month period of instruction at Basic Officer Course. Additionally, the staffs of Delta, Echo and Fox companies at TBS completed the survey.

An interview protocol was developed by the researcher to administer to former operating force commanders. These interviews would provide SME input as to the needs of a Second Lieutenant in the operating forces. The interview protocol was emailed to multiple former battalion and squadron level commanders at the service war colleges. The researcher asked the addressees of the initial email to send the interview protocol to other former commanders. The interviewer explained the purpose of the interview and asked that their results be send back via email. The interview protocol can be found in Appendix F.

The next step in the needs assessment process as described by Gupta is to analyze the data. (1999) During this step the TBS Staff and Second Lieutenant survey data was inputted into a statistical analysis spreadsheet for analysis. The program was used to determine the means and standard deviations for the level of KSAA importance versus the level of KSAA preparedness. This data will be used to determine which KSAA's are perceived to be more important for the Second Lieutenant and which KSAA's they are more or less prepared to perform. The open-ended questions were coded and reviewed for trends as they pertain to what areas are the most important for new Second Lieutenant to possess. The email interviews with the former commanding officers were compiled into one document and reviewed for trends. These trends will represent what the operating force needs from its Second Lieutenants. Additionally, Marine Corps Orders and USNA instructions pertaining to entry-level training will be used to aid in determining what the Marine Naval Academy graduate needs for training and education prior to reporting to TBS. The last step of the needs assessment process is to present the findings, conclusions and recommendations. The results of this data analysis will be presented in the next chapter. The follow sections will discuss the study participants and data collection tools in detail.

## **C. STUDY PARTICIPANTS**

The Naval Academy graduates and commissions Second Lieutenants who will report to TBS for follow-on training. The program of instruction at TBS is designed to meet the needs of the Operating Force and is meant to give each officer, regardless of accession source, a common foundation and preparation for duty within the Operating Forces. The scope of this thesis focuses on a Second Lieutenant's transition from the United States Naval Academy to TBS and is not focusing on the transition from Student Lieutenant to Operating Forces Officer. To meet the goals of this study, data was collected from recent graduates of the Naval Academy who were finishing TBS (target audience), the TBS staff (supervisors and SMEs), and former operating force commanders (SME and supervisors) to determine the educational and training needs of the new Second Lieutenant graduates. Additionally, Marine Corps Orders and USNA instructions were reviewed to determine institutional needs.

### **1. Marine Second Lieutenants**

The researcher contacted the staff of TBS and arranged to meet with Second Lieutenants and officer staff members to conduct a survey. The staff was briefed on the purpose and scope of the research and given a copy of the pilot survey. Nine Second Lieutenants that were assigned to Mike Company were given the pilot survey. These Lieutenants graduated from the Naval Academy between 2002 and 2005. All were awaiting training and would pick up with a training company in the future due to injuries. These Lieutenants had not completed the Basic Officers Course. The researcher adjusted the survey based on the pilot survey results and then arranged to survey a sample of the most recent Naval Academy graduates at TBS. 207 midshipmen graduated from the Naval Academy in 2005 and entered the Marine Corps. The researcher was able to survey 153 of the graduates. The Lieutenants were all in the fifth or sixth month of their training. The demographic data is presented in the Table 6 below:

Table 6. Marine Second Lieutenant Participant Demographics

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Female	15	9.8	9.8
Male	138	90.2	100.0
Total	153	100.0	
<b>Prior Enlisted Service</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Marine	8	5.2	5.2
Navy	5	3.3	8.5
Not Prior	140	91.5	100.0
Total	153	100.0	
<b>Ground Assigned / Air Assigned</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Air	66	43.1	43.1
Ground	87	56.9	100.0
Total	153	100.0	
<b>TBS Company when Surveyed</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
DELTA	30	19.6	19.6
ECHO	111	72.5	92.2
FOX	12	7.8	100.0
Total	153	100.0	

## 2. The Basic School Staff

The researcher met with five TBS Staff Officers to conduct a pilot survey and initial interviews. The results from the pilot survey and interviews were reviewed and the final survey was designed. The researcher met with the Commanding Officer or Executive Officer from Delta, Echo and Fox companies and arranged for their staffs to take a survey. These staffs were selected because of their experience with the Second Lieutenant survey sample that was used for this research. The demographics of the staff that was surveyed is displayed in Table 7 below:



Table 7. TBS Staff Participant Demographics

<b>Position at TBS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
CO CMDR	2	12.5	12.5
SPC	13	81.5	93.8
XO	1	6.2	100.0
Total	16	100.0	
<b>Accession Source</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
NROTC	5	31.2	31.2
OCS	8	50.0	81.2
USNA	3	18.8	100.0
Total	16	100.0	
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Male	15	93.8	93.8
Female	1	6.2	100.0
Total	16	100.0	
<b>Year of Commission</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1993	1	6.2	6.2
1994	1	6.2	12.5
1998	1	6.2	18.8
1999	6	37.5	56.2
2000	6	37.5	93.8
2001	1	6.2	100.0
Total	16	100.0	

### 3. Former Operating Force Commanders

Gupta states that subject matter experts and supervisors should be involved in a needs assessment (1999). The researcher contacted former operating force commanders (SMEs) to conduct email interviews. The interview was sent to one Lieutenant Colonel who then in turn forwarded the initial request to a number of other Lieutenant Colonels who were attending a service top-level school. Nine Lieutenant Colonels returned the email interviews. All of the respondents were former commanding officers in the operating forces and had 19-plus years of experience in the Marine Corps. Additionally, these respondents had recent experience with Second Lieutenants in the Operating Forces. The email interviews were then reviewed for common themes and content. Table 8 contains the demographics for the nine interviews:

Table 8. Former Operating Force Commander Demographics

Gender	MOS	Current Duty Station and Title	Last Duty Station and Title	Yrs of USMC Service	USNA Grad
Male	7562	Marine Corps War College	CO, Helicopter Squadron	20	Yes
Male	0402	Marine Corps War College	CO, MEU Service Support Group	21	No
Male	7557	Marine Corps War College	CO, Refueling Squadron	21	No
Male	0302	National War College	CO, Infantry Battalion	21	No
Male	0302	National War College	CO, Marine Combat Training Battalion	19	No
Male	0302	National War College	G-3 Operations Officer, CO Infantry Battalion	21	Yes
Male	0302	U.S. Army War College	CO, Infantry Battalion	20	No
Male	1802	Fellow at Brookings Institute	I and I, Tank Battalion	20	No
Male	0302	Marine Corps War College	CO, Infantry Battalion	22	No

## D. DATA COLLECTION TOOLS AND PROCEDURES

### 1. Survey of TBS Lieutenants and Staff

Kenneth Nowack describes a true training need as specific job task or behavior that is important but the employee's proficiency is low. Additionally, Nowack describes a training want as a specific job task or behavior that is not important and the employee's proficiency is low" (1991). This definition of training needs and wants was the basis for the survey issued to the study participants. Marine Corps Order 1510.121A is a Marine Corps training and education document that describes a "system of individual training standard (ITS) directives that provide progressive, building block skills expected of all Marines, enlisted personnel and officers alike, throughout the progression of their careers" (MCO 1510.121A, 2004). MCO 1510.121A lists the specific job tasks or behaviors for each officer candidate in the Marine Corps regardless of accession source. This document is the basis for the training of officer candidates at Officer Candidate School and TBS. The TBS POI represents over 1300 hours of instruction that a new Second Lieutenant receives while at the TBS. This document is derived from MCO 1510.121A. Past studies have indicated that Naval Academy graduates have performed well at TBS (Finley, 2002 and Ergun, 2003). The NL404 course has a role in the

education and development of Marine graduates that report to TBS. This research is being done to determine if the NL404 course is sufficient or needs to be modified for Marine graduates reporting to TBS. The researcher considered the NL404 curriculum, the Marine Corps Order, the TBS POI and the statement by Kenneth Nowack above to develop the a survey to determine the educational and training needs for Marine Second Lieutenants graduating from the Naval Academy.

The survey purpose was to determine what KSAs are perceived as important for the Second Lieutenant and what KSAs they are prepared to perform. The survey was derived from the major subject areas of TBS POI. These subject areas make up the basis for the Second Lieutenants evaluation at TBS. The survey for both the Second Lieutenants and TBS Staff asked essentially the same questions; what KSAs are important for incoming Second Lieutenants and what KSAs are they more or less prepared to perform? The survey listed the major subject areas from the TBS POI and asked the respondent to rate the KSA level of importance with a numeric rating between 1 and 4. A rating of 1 equated to a “very high” importance level and a rating of 4 equated to a “very low” rating level. The next portion of the survey asked the respondent to rate the level of preparedness to perform the KSA listed. A numeric rating of 1 through 4 were used again with 1 equating to “well prepared” 4 equating to “not prepared”. Additionally open-ended questions were posed at the end of the survey to allow the respondents to provide additional comments. The questions posed to the Second Lieutenants were:

- What were you most prepared for entering TBS?
- What were you least prepared for entering TBS?
- Are there areas that you feel that NL404 cannot help with prior to TBS?

The questions for the TBS staff differed slightly in order to gain insight from the staff as to how the USNA Marine Second Lieutenant performs:

- What are the KSAs that a Second Lieutenant should have entering TBS?
- In general, what areas of the TBS POI do Second Lieutenants struggle with?

- Of those general areas, do Second Lieutenants from USNA struggle any more or less than officers from other accession sources?
- What areas do the Second Lieutenants from USNA display strength compared to other accession sources?

The surveys for both the Lieutenants and the TBS staff are in Appendix E.

## **2. Interview with Former Operating Force Commanders**

The 14 leadership traits and 11 leadership principles the Marine Corps uses as a foundation of our leadership ethos are taught on the drill fields of Parris Island and San Diego as well as, on Brown Field at Officer Candidate School. These traits and principles form the bedrock of Marine Corps leadership. Additionally, the traits and principles aid in forming a Marines attitude toward executing their mission. The Page and Miller 2002 study stated that these traits and principles were paramount for officers to understand and utilize to be successful in the Marine Corps. While a Marine is expected to be versed in all of the 14 traits and 11 principles, a new Marine is not expected to fully understand all of them initially and should focus on a few to start their leadership careers. The researcher developed a short interview form for former operating force commanders to gather data on what the most current commanders perceive as the most important traits and principles are for a new Second Lieutenant to possess. The former commanders were asked which traits and principles were the most important for a new officer to possess or understand. Next, the former commanders were asked which KSAAAs were important for a new Second Lieutenant checking into TBS. This data will determining any additional KSAAAs for the Second Lieutenant. The interview protocol for the former commanders can be found in Appendix F.

## **E. CHAPTER SUMMARY**

The purpose of this chapter was to describe the methodology that was used for this research. First, the research model for the needs assessment was discussed. This needs assessment is seeking to update or modify an existing program and thus, used a target audience (Second Lieutenants), supervisors and subject matter experts (TBS Staff and former operating force commanders) as the study participants. (Gupta, 1999) Next, the chapter described the study participants and the protocols used for the research. 153

Second Lieutenants and 16 staff members from TBS were surveyed to determine the level of importance for a set of KSAs versus the level of preparedness for those KSAs. Lastly, nine former commanders were interviewed and asked to rank the importance of the 14 Leadership Traits and 11 Leadership Principles and identify important KSAs for a Second Lieutenant to possess.

The next chapter will present the data collected. The survey data was entered a statistical program and analyzed to establish mean and standard deviation values for reported levels of importance versus preparedness of the listed KSAs. The open-ended questions and interviews were coded for content and relevant themes to focus on. Lastly, Marine Corps Orders and USNA instructions were reviewed to determine institutional requirements for new Second Lieutenants. This data will aid in determining the true needs of the Naval Academy Marine graduate as they transition to TBS from the Naval Academy.

## **V. RESULTS**

### **A. CHAPTER OVERVIEW**

The purpose of this chapter is to present the results of the Second Lieutenant and TBS staff surveys and interviews of the former operating force commanders. Additionally, the results of the Marine Corps and Naval Academy documents review will be presented. The chapter is organized into four sections: survey data and open-ended questions, interview data from the former operating force commanders, a review of relevant Marine Corps Orders and USNA instructions and a synopsis of all of the data.

### **B. SURVEY RESULTS**

#### **1. Survey Data**

The survey for this research was a combination of likert-scale type ratings for 39 KSAA areas based on the TBS POI and open-ended questions. The KSAA areas were grouped based on the Basic Officer Course Exam Advanced Sheet (Appendix D). The 39 areas were grouped into academic, leadership, and military skill areas for the analysis. The data from the surveys of the Second Lieutenants and TBS Staff was entered into SPSS and analyzed for frequencies. 153 Second Lieutenants from the USNA class of 2005 and 16 TBS staff members were surveyed for this research. The survey listed the major subject areas from the TBS POI and asked the respondent to rate the KSAA level of importance with a rating between 1 (very high) and 4 (very low). The next portion of the survey asked the respondent to rate the level of preparedness to perform the KSAA listed with a rating between 1 (well prepared) and 4 (not prepared). The last portion of the survey asked questions of the respondents. Next, the means and standard deviations were calculated for each KSAA and the means were compared using a paired sample t-test to determine if there was a significant difference in the reported means of the level of importance and preparedness. The results of the paired sample t-tests can be found in Appendix G. The null hypothesis for the analysis was that there is no difference between the mean of importance and preparedness for each KSAA. The alternate hypothesis was that there is a difference between the mean of the importance and preparedness for each KSAA. A 95% confidence interval and a p-value <.05 was used to determine if the

difference in the means was significant. Table 9 below shows the means, standard deviations, and significance of the differences for each KSAA area. A mean value of  $\leq 2.00$  determined the KSAA to either be important or the Second Lieutenant was prepared for the KSAA. The lower mean values in the table below represent higher levels of importance or higher levels of preparedness reported by the respondents. A lower importance mean value paired with a higher preparedness mean value would signify that this KSAA area is more important for a Second Lieutenant but that they are not as prepared for the KSAA. Alternately, a higher importance mean value and a lower preparedness mean value would signify that a KSAA is of lower importance and the Second Lieutenant is better prepared. The KSAA areas that have a p-value  $< .05$  are bolded and signify that the difference between the means for the specific KSAA was significant.

Table 9. Second Lieutenant and TBS Staff Descriptive Data

Academic Skill Area	2nd Lt						TBS Staff				
	Importance Mean	Importance Std. Deviation	Preparedness Mean	Preparedness Std. Deviation	Sig of Mean Diff (p<0.05)		Importance Mean	Importance Std. Deviation	Preparedness Mean	Preparedness Std. Deviation	Sig of Mean Diff (p<0.05)
Conduct of War	2.20	0.838	2.4	0.846	<b>0.028</b>		2.38	0.806	2.81	0.911	0.168
Theory of War	2.48	0.804	2.41	0.854	0.437		2.44	0.814	2.94	0.772	<b>0.027</b>
Expeditionary Warfare Operations	2.05	0.841	2.84	0.773	<b>0.000</b>		3.06	0.574	2.81	0.750	0.164
Tactical Planning	1.44	0.627	3.05	0.705	<b>0.000</b>		2	0.966	3.19	0.750	<b>0.001</b>
Combined Arms	1.46	0.707	3.25	0.763	<b>0.000</b>		2.62	1.088	3.31	0.704	<b>0.036</b>
Aviation	2.85	0.741	2.75	0.941	0.247		3.5	0.730	2.81	1.047	<b>0.011</b>
Combat Service Support	2.85	0.812	3.37	0.706	<b>0.000</b>		3.13	0.719	3.38	0.806	0.300
Field Engineering	2.73	0.821	3.51	0.699	<b>0.000</b>		3.75	0.447	3.37	0.719	0.054
Military Law	2.67	0.902	2.06	0.875	<b>0.000</b>		3.12	0.885	2.81	1.047	0.206
Military Operations Other than War	2.31	0.990	3.43	3.316	<b>0.000</b>		3	0.894	3.25	0.683	0.333
NBC Defense	3.10	0.864	3.18	0.869	0.349		3.44	0.814	3.56	0.727	0.633
Human Factors in Combat	1.86	0.782	2.89	0.799	<b>0.000</b>		2.31	1.014	3.19	0.834	<b>0.008</b>
Personnel Admin	2.12	0.924	3.03	0.910	<b>0.000</b>		3.25	0.577	3.19	0.911	0.791
Security of Classified Material	2.87	0.964	3.07	0.967	0.056		3.38	0.885	3.31	0.793	0.806
<b>Leadership Skill Area</b>											
Leadership Training	1.39	0.620	1.81	0.776	<b>0.000</b>		1.62	0.885	2.5	0.730	<b>0.004</b>
Professional Military Ethics	2.03	0.963	1.48	0.680	<b>0.000</b>		1.56	0.727	1.87	0.719	0.136
Equal Opportunity/Sexual Harassment/Fraternization/Hazing	2.67	1.112	1.37	0.658	<b>0.000</b>		2.06	0.854	1.5	0.632	<b>0.023</b>
Societal Issues: Suicide/Substance Abuse/Homosexuality	2.78	1.040	1.46	0.725	<b>0.000</b>		2.31	0.946	1.56	0.629	<b>0.006</b>
Developing Subordinates	1.80	0.861	2.29	0.879	<b>0.000</b>		2.31	1.014	2.94	0.680	<b>0.036</b>
Counseling Skills and Techniques	2.14	0.904	2.38	1.007	<b>0.022</b>		2.69	0.946	3.13	0.806	0.130
Professional Development	2.01	0.823	2.08	0.850	0.356		2.56	0.727	2.75	0.683	0.383
Training Management	2.56	0.902	3.06	0.905	<b>0.000</b>		3.31	0.704	3.5	0.632	0.333
Customs and Courtesies	1.96	0.895	1.64	0.713	<b>0.001</b>		1.19	0.544	2.19	1.047	<b>0.000</b>
Uniforms and Accessories	2.12	0.888	2.08	0.903	0.757		2.56	0.814	2.25	0.931	0.416
<b>Military Skill Area</b>											
Combat Orders Process	1.16	0.446	2.41	0.877	<b>0.000</b>		1.69	0.946	3	0.966	<b>0.001</b>
Decision Making Process	1.31	0.567	2.24	0.811	<b>0.000</b>		1.62	0.957	2.75	0.577	<b>0.000</b>
First Aid	2.10	0.933	2.89	0.984	<b>0.000</b>		2.19	0.981	2.62	0.806	0.219
Land Navigation	1.38	0.628	2.42	0.998	<b>0.000</b>		2.25	0.775	2.81	1.047	0.144
Tactical Communications	2.01	0.946	3.46	0.727	<b>0.000</b>		2.63	0.957	3.5	0.816	<b>0.017</b>
Weapons	1.46	0.659	2.86	0.889	<b>0.000</b>		2.31	0.873	3.19	0.750	<b>0.006</b>
Marksmanship	1.76	0.879	3.08	1.055	<b>0.000</b>		3.5	0.816	3.31	0.704	0.423
Martial Art Training	2.43	0.894	1.84	0.981	<b>0.000</b>		3.75	0.447	3.12	1.025	<b>0.020</b>
Drill	3.30	0.820	1.87	0.951	<b>0.000</b>		3.37	0.806	2.69	1.014	<b>0.011</b>
Water Survival Qualification	2.36	0.855	1.67	0.945	<b>0.000</b>		2.12	1.204	1.75	0.775	0.319
PT and Conditioning	1.41	0.623	1.65	0.773	<b>0.004</b>		1.38	0.619	1.75	0.577	0.083
Conditioning Hikes	1.82	0.798	2.25	1.029	<b>0.000</b>		1.62	0.806	2.5	0.966	<b>0.006</b>
Endurance Course	1.74	0.676	1.88	0.850	0.094		1.56	0.814	2.25	0.931	<b>0.022</b>
O-Course	1.84	0.744	1.83	0.872	0.891		1.94	0.929	2	0.894	0.855
PFT	1.84	0.773	1.58	0.792	<b>0.005</b>		1.81	0.981	1.81	0.834	1.000



## **2. What KSAs are Important for a Second Lieutenant Checking into TBS?**

The mean values from Table 9 indicate that the Second Lieutenants consider the following areas most important for them to understand prior to starting TBS: tactical planning, combined arms, human factors in combat, leadership training, developing subordinates, customs and courtesies, combat orders, decision-making process, land navigation, marksmanship, weapons, PT and conditioning, conditioning hikes, the obstacle course, PFT and the endurance course. All of the other KSAs were reported to be low or very low importance for the Second Lieutenant to understand prior to reporting to TBS. Of the reported important KSAs, three fell into the academic skill area, three fell into the leadership skill area and ten fell into the military skill area. Five of the military skill areas concern physical fitness while the other five are skills that are more technical for the Second Lieutenant.

Table 9 also indicates that the TBS Staff considers the following areas the most important KSAs for Second Lieutenants to understand prior to reporting to TBS: tactical planning, leadership, customs and courtesies, professional military ethics, combat orders, the decision-making process, PT and conditioning, conditioning hikes, the obstacle course, PFT and the endurance course. The other KSAs were reported to be of low importance for a new Second Lieutenant reporting to TBS. One of the important KSAs fell in the academic skill area, three in the leadership skill area and seven in the military skill area. It is worth noting that all but two of the military skills the TBS staff consider important are physical fitness skills. The other two are combat orders and decision-making. Both the Second Lieutenants' and TBS staff considered the following KSAs important: tactical planning, leadership, customs and courtesies, combat orders, the decision-making process, PT and conditioning, conditioning hikes, the obstacle course, PFT and the endurance course. Again, five of these KSAs are physical fitness oriented.

The open-ended questions at the end of the TBS Staff survey generally support the data found in Table 9. A TBS Staff Platoon commander commented at the end of the survey that a Second Lieutenant should enter TBS with an understanding of, "combat orders/tactical planning and understand the 6 troop leading steps." A company

commander at TBS commented that a Second Lieutenant should have “the ability to analyze a situation, make a decision and successfully communicate that decision to others.” A Captain serving as a Staff Platoon Commander at TBS commented at the end of the survey, “A Lt needs to be in good physical shape, have a solid character and a strong work ethic. Basic knowledge in leadership and custom and courtesies are good as well.” Lastly, a USNA graduate and staff platoon commander commented that it was most important for a Second Lieutenant to entering TBS to have “great physical fitness, knowledge of customs and courtesies and military ethics and a strong foundation in leadership.”

### **3. What KSAs are Second Lieutenants Most Prepared for Prior to Checking into TBS?**

Based on the preparedness mean values in Table 9, the Second Lieutenants and TBS staff rated very few KSAs in the well prepared or prepared category. Neither group considered the Second Lieutenants prepared for any of the academic skill area KSAs. The TBS staff considered the Second Lieutenant prepared in the following KSAA areas: professional military ethics, equal opportunity/sexual harassment issues, societal issues, PT and conditioning, the obstacle course, the PFT, and water survival. In addition to the above KSAs, the Second Lieutenants considered themselves also prepared for leadership, customs and courtesies, the endurance course, drill and martial arts.

While the TBD staff did not indicate that the Second Lieutenants were prepared for a large number of the KSAs, they did indicate that the Naval Academy Second Lieutenant generally showed up ready for the physical training events and were ready for the academic rigor of TBS. A captain commented on the strengths of the Second Lieutenants from the Naval Academy:

They are solid with customs and courtesies and military history, tend to perform well academically. [They have a] decent understanding of leadership and ethics but not as solid with understanding the real world application and consequences. Occasionally take confidence past productive point to arrogance.

The most common trend from the Second Lieutenants' open-ended questions was that they felt very prepared physically for TBS. Additionally they felt that they were best prepared to lead their peers at TBS and were well prepared for the academic rigors of TBS. A Second Lieutenant commented:

At TBS, I was most prepared for leading my peers. I was also well prepared for the academic portion of TBS in regards on how to study and such. I was also well prepared for the professional discussions as well.

Another common theme that was evident from the open-ended questions from the Second Lieutenants was that other summer training programs contributed to their preparedness for TBS.

I felt most prepared for the physical training events, especially the (double) O-course and E-course. This is primarily to having done them during Leatherneck. In addition, a good number of the practicum (NL404) classes (offense, defense, etc.) proved invaluable when it came to TBS. We were seeing the information for the second time.

Another Second Lieutenant commented:

The Leatherneck/NL404 combination is excellent in preparing Lieutenants for TBS. I had an enormous advantage over my peers at OCS who did not have the exposure to TBS.

#### **4. What KSAs are Second Lieutenants not Prepared for Prior to Checking into TBS?**

The survey data in Table 9 indicates a large number of skill areas where the Second Lieutenant is not prepared. On the surface it would appear that, the Second Lieutenant entering TBS from the Naval Academy is not ready to begin the POI, but upon further inquiry it is noted that a number of the areas that the Second Lieutenants are not prepared for have a low importance rating. All of these areas have high mean values for importance and high mean values for preparedness. The areas to pay attention to are the KSAs that have low mean values for importance. These areas are important for the Second Lieutenant but they are not prepared prior to starting TBS. The following areas are important to Second Lieutenants but have low preparedness ratings: combined arms, human factors in combat, tactical planning, developing subordinates, combat orders process, the decision-making process, conditioning hikes, land navigation, marksmanship

and weapons. The TBS staff rated the following as areas as important but also indicated the Second Lieutenant were not prepared: tactical planning, customs and courtesies, leadership, combat orders, the decision-making process, the endurance course and conditioning hikes. A TBS company commander commented about some general weakness areas of Naval Academy Second Lieutenants:

There is a difference between the USNA culture and the USMC. USNA Second Lieutenants are a little too comfortable and relaxed at first around senior officers but they adjust quickly (discipline). USNA Lieutenants are a little weaker (in general) in the field and on hikes at first, but they adjust quickly.

### **C. FORMER OPERATING FORCES COMMANDER'S INTERVIEWS**

In addition to the survey of Second Lieutenants and the TBS staff, the researcher developed a short interview for former operating force commanders in order to gather data on what the most current commanders perceive as the most important leadership traits and principles are for a new Second Lieutenant to understand. This was done to gain additional subject matter expert opinions pertaining to Second Lieutenant training and education.

Nine email interviews were conducted with former operating force commanders. All of the Marines were either Lieutenant Colonels or Colonels and had commanded Marines at the squadron or battalion level. The interview questions revolved around the 14 leadership traits and 11 leadership principles. The first question asked the commanders to prioritize which of the leadership principles were most important for a Second Lieutenant to understand. The answers were analyzed for reoccurring principles. Four principles were mentioned most frequently: setting the example, technical and tactical proficiency, making sound and timely decisions and knowing yourself and seeking self improvement. A Lieutenant Colonel aviator with 21 years of active service commented:

In my opinion, many of these leadership principles feed into other, lesser principles. That said I believe "Set the Example" is the most important for a Second Lieutenant to grasp. Setting the example is the "root" of all the other principles, much like being able to read is the root of all education. In short, a 2ndLt sets the example by: Knowing himself and seeking self-improvement so that his subordinates are motivated to do the same. Gains, maintains, and constantly improves his Technical and Tactical Proficiency so that his subordinates are motivated to do the same. Seeks responsibility and takes responsibility for his actions...you get the idea.

The next question asked the respondents to prioritize the most important leadership traits for a Second Lieutenant to understand. All of the inputs were tallied and the number of occurrences for each trait allowed the researcher to put them in rank order. Integrity, endurance, unselfishness and initiative were mentioned most often. An infantry Lieutenant Colonel commented:

Undoubtedly, the number one trait for Lieutenants or any leader is integrity. All other characteristics come in second as they ultimately are built on the character of the officer. The USNA's Honor Code is essential to instilling this importance. After integrity, I would add judgment / decisiveness and unselfishness as the remaining top traits.

The next two questions asked the respondents which KSAA's were the most important for a Second Lieutenant to have prior to checking into TBS. Seven of the respondents commented that physical fitness was very important for a Second Lieutenant entering TBS. Additionally, open-mindedness, enthusiasm, decision-making ability, problem solving and sound ethical and moral character were important. An infantry Lieutenant Colonel commented:

I would tell an officer candidate to focus on physical fitness (they will not succeed at OCS/TBS without it), ethical/moral development (the basis of their leadership ethos), human dimension of combat (the unchanging nature of war), and decision making/problem solving & critical thinking.

Additionally, a Logistics Lieutenant Colonel commented:

Decision-making, problem-solving/critical thinking and ethical and moral development...with a solid dose of physical fitness since you can't lead from the rear.

Overall, the Former Operating Force Commanders agreed that a Second Lieutenant entering the Marine Corps needs to understand the following leadership traits and principles: making sound and timely decisions, set the example, know yourself and seek self-improvement, technically and tactically proficient, integrity, initiative, endurance and unselfishness. Additionally, the former commanders felt that a new Second Lieutenant should focus the following areas prior to TBS: physical fitness, decision-making, problem solving/critical thinking, ethical development and human factors of combat.

#### **D. MARINE CORPS AND USNA DOCUMENT REVIEW**

The Marine Corps and Naval Academy have policy documents that state what the education and training requirements are for commissioning. The researcher reviewed multiple documents concerning graduation from the Naval Academy and commissioning into the Marine Corps. All midshipmen must meet the academic, military and physical requirements to graduate and be commissioned. Additionally, the Naval Leadership curriculum outlines the core leadership courses that each midshipman takes and highlights the goals for each class. The core courses focus on midshipmen being good followers, ethical leaders, motivators and leaders within the brigade. The midshipmen should have a solid knowledge of self-leadership, moral reasoning and understand their subordinates and their jobs at the end of the curriculum.

Two of the Marine Corps directives that relate most closely with the training and education requirements for Marine Officer Candidates are the Professional Core Competencies (PCC) Manual for Officer Accession Programs and the Marine Corps Common Skills Program(MCCS)., Marine Corps Order 1510.121A. These two directives are outlined in Appendix B. After a review of the documents, Marine Corps Order 1510.121A indicates that the following skills are required Marine Officer Candidate. The MCCS order lists in detail the subjects under each of these areas. For this study, the researcher used the main duty area titles.

- Military law and law of war
- Marine Corps organization, history, customs and courtesies
- Closer order drill
- Uniforms
- General Marine Corps leadership
- Substance abuse
- Troop Information (EEO, sexual harassment, fraternization, hazing)
- Force protection
- Code of conduct
- Weapons (M16A4 only)
- Scouting and patrolling

- Offensive tactical fundamentals.
- Combat conditioning and continuing actions
- Land navigation
- Physical fitness
- Martial arts

**E. WHAT ARE THE EDUCATIONAL AND TRAINING NEEDS FOR A SECOND LIEUTENANT ENTERING THE MARINE CORPS FROM THE UNITED STATES NAVAL ACADEMY?**

The data above aids in determining what the true needs of the Marine Naval Academy Graduate. The MCCS training areas will be considered the baseline for training a prospective Second Lieutenant prior to commissioning. This training is required and accomplished at either the Officer Candidate School or the Naval Academy. The survey used for this research was based on the TBS POI major subject areas. The survey asked the respondents which KSAs were important and which KSAs the Second Lieutenant were prepared for. The survey identified what KSAs are important for a Second Lieutenant and how prepared they are in those areas. The former operating force commanders provided current opinions as to what the most important leadership traits and principles are for a Second Lieutenant to understand. Table 10 was compiled to compare the KSAs needs or requirements from the Marine Corps Order, the survey and interview data. The table is broken into the three skills areas used for the survey analysis: academic, leadership and military skills. Next the researcher reviewed the table for common KSAA areas from the order, survey and interviews. Additionally, the researcher reviewed the Naval Leadership Continuum and Marine-specific programs in order to determine if any of the KSAs are being covered in other courses or summer training programs at the Naval Academy.

Table 10. Needs and Requirements Analysis for a Marine Naval Academy Graduate

<i><b>MCCS Requirements</b></i>	<i><b>LT Needs</b></i>	<i><b>TBS STAFF Needs</b></i>	<i><b>Former Commander Trends</b></i>
<b>Academic Skill Area</b>			
Military Law and Law of War			
Scouting and Patrolling			
Offensive Tactical Fundamentals	Tactical Planning	Tactical Planning	
Force Protection and Interior Guard			
	Human Factors in Combat		Human Factors in Combat
	Combined Arms		
<b>Leadership Skill Area</b>			
Marine Corps Leadership		Leadership Training	Integrity, Unselfishness , Set the Example, Know Self and Seek Self Improvement
Marine Corp Organization, History, Customs and Courtesies		Customs and Courtesies	
Code of Conduct			
Substance Abuse			
Troop Information - EEO, Sexual Harassment, Hazing			
Uniforms			
	Developing Subordinates		
			Ethical and Moral Development
			Problem Solving/Critical Thinking
			Technically and Tactically Proficient
<b>Military Skill Areas</b>			
Combat Conditioning and Continuing Actions	Conditioning Hikes	Conditioning Hikes / Endurance Coursers	Endurance
Physical Fitness			Physical Fitness
Drill			
Individual Weapons (M16A4)	Weapons		
Land Navigation	Land Navigation		
Martial Arts			
	Combat Orders Process	Combat Orders Process	
	Decision Making Process	Decision Making Process	Sound and timely decisions
	Marksmanship		



The table above represents both the required training and perceived training needs for a Second Lieutenant. After reviewing the table, the researcher determined that there were nine KSAAAs that can be classified as true needs for a Second Lieutenant. The KSAA was determined to be a need if it was common in two or more of the columns. The MCCS column represents the required training and the other columns represent the perceived needs. Two of the academic KSAAAs are needs: offensive tactical fundamentals/tactical planning and human factors in combat. Offensive tactical fundamentals are required by the MCCS and both the Second Lieutenant and TBS staff indicated a need for tactical planning. Human factors in combat were a common need with Second Lieutenants and former commanders. Two KSAAAs in the leadership skill area are needs: Marine Corps leadership and Marine Corps organization, history, customs and courtesies. Marine Corps leadership is both required and noted by the TBS Staff and former commanders where Second Lieutenants need emphasis. Marine Corps organization, history, customs and courtesies is required and identified by the TBS Staff as a need. Five KSAAAs were identified in the military skill area. Combat conditioning and physical fitness was identified as a requirement and need. The MCCS identified weapons as a requirement and the Second Lieutenant identified weapons as need. Both the Second Lieutenants and TBS Staff indicated the combat orders were important and were needed. Lastly, decision making was identified by the Second Lieutenants, TBS Staff and former commanders as being a need.

## **F. CHAPTER SUMMARY**

This chapter presented the data from the survey, interviews and document review. The survey identified what KSAAAs were important and what KSAAAs Second Lieutenants were not prepared for. This data was analyzed for mean values and the significance of the difference in the means of importance and preparedness. The interviews from the former operating force commanders identified important leadership traits and principles for a Second Lieutenant to understand. Lastly, a review of the Marine Corps order pertaining to training Marine Officer Candidates revealed the required training areas for a prospective Marine Officer. The data from these three analyses was imputed into a table and reviewed for common KSAAAs. The data indicates that nine KSAAAs are needs for a

Marine Naval Academy graduate: tactical planning, human factors in combat, Marine Corps leadership, Marine Corps organization, history, customs and courtesies, combat conditioning, physical fitness, combat orders and decision-making and individual weapons. The next chapter will present conclusions and make recommendations concerning this research.

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## **VI. CONCLUSIONS AND RECOMMENDATIONS**

### **A. CHAPTER OVERVIEW**

The purpose of this research is to determine the educational and training needs for a Marine Naval Academy graduate. This research was initiated as part of a curriculum review and to determine if the current NL404 course was sufficiently fulfilling needs of the new Second Lieutenants entering the Marine Corps and reporting to TBS. The research examined documents, past studies and collected survey and interview data to determine the true needs of a Marine Naval Academy graduate. The chapter is organized into two sections. The first section will draw conclusions and answer the research questions. The final section will make recommendations pertaining to the course content of NL404 and other Marine-specific training.

### **B. CONCLUSIONS**

#### **1. Is There a Training or Education Gap that Exists Between the Naval Leadership 404 Curriculum and the Program of Instruction at TBS?**

A training or educational gap is defined as a discrepancy between the present state of affairs and the desired state of affairs for a program. This study identified the training and educational needs for a Marine graduating from the Naval Academy. These needs are based on perceived levels of importance and preparedness of a list of KSAA's and input from former commanders in the operating forces. The current NL404 course addresses many of the needed KSAA areas within its 16-week course. To determine if there is a gap in the NL404 course and TBS POI, the researcher used the Finley 2002 and Ergun 2003 studies on Second Lieutenant performance at TBS. If the NL404 program was not working, the Second Lieutenant would necessarily not perform well at TBS.

Both of these studies indicated that USNA Second Lieutenants had above average performance levels at TBS. Finley concluded that USNA graduates who received Marine-specific training at the Academy performed better than graduates who did not receive any additional training (Finley, 2002). Ergun's literature review looks at a 1993 Center for Naval Analysis (CNA) report that studied officer performance at TBS. The results of the CNA study found that ECP and USNA graduates performed better than

their NROTC, PLC and OCC counterparts at TBS (Ergun, 2003). In discussing performance issue with the TBS staff, multiple staff members commented that Naval Academy Second Lieutenants performed very well at TBS. Based on performance levels of the Second Lieutenants and the data indicating a relatively low number of needs for the Second Lieutenant it is concluded that a gap does not exist between NL404 and the TBS POI. The NL404 curriculum is a good beginning course for a new Second Lieutenant about to enter the Marine Corps.

## **2. Does Naval Leadership 404 and Other Marine-Specific Training Programs at USNA Sufficiently Prepare Midshipmen for Duty as Second Lieutenants at TBS?**

“Marine-specific training makes a difference in the performance of Naval Academy graduates at The Basic School” (Finley, 2002). Based on Second Lieutenant performance at TBS and the needs data collected, the current NL404 course combined with Leatherneck, the other Marine-specific program and standard Naval Academy training fulfills the needs of the Marine graduate. The NL404 course, by itself, cannot adequately address all of the “needs” and training requirements during the last semester of a midshipmen’s career. Some of the skill areas identified in the previous chapter are addressed through other Marine-specific programs or other courses at the Naval Academy. NL400, for example, adequately addresses the military law and code of conduct subjects and normal Naval Academy training addresses drill, troop information, and societal subjects. This research found that the Leatherneck program also contributed to the performance of the new Second Lieutenant at TBS. The Leatherneck training is a program focused almost solely on the military skill area. Leatherneck trains the midshipmen in areas such as physical conditioning (obstacle course, endurance course), combat orders and tactical planning, land navigation and basic weapons and marksmanship. Lastly, Finley sums up the functionality and benefit of Marine-specific training and future graduate performance, “experience gained through summer training and military environment immersion combined with the Marine-specific summer training pipeline and capstone courses will provide Naval Academy graduates with the foundation for success” (2002).

### **3. Physical Fitness and Combat Conditioning**

The data from the surveys and interviews all point to physical fitness and combat conditioning as very important aspects for a Second Lieutenant to be prepared for entering the Marine Corps. This data would suggest that the NL404 course put greater emphasis on the physical events for the Second Lieutenants. The researcher concludes that the NL404 course should not focus on physical fitness events but should have planned events to test the future Second Lieutenants. Events such as the PFT, double obstacle course and an endurance type course should be used both as graded and training events. NL404 does not have enough programmed time to run a comprehensive physical fitness program during the course. The future Second Lieutenants should be imbued with an attitude toward fitness through the instructors of the course.

## **C. RECOMMENDATIONS**

NL404 cannot cover all of the aforementioned KSAs and this section will recommend which KSAs to focus on. The second recommendation will concern the other Marine-specific programs. These programs are integral parts of making successful Second Lieutenants from the Naval Academy and the researcher makes recommendations on how to address the KSAs that NL404 cannot cover.

### **1. What KSAs Should NL404 Address?**

The NL404 course has limited time to train and educate the students as they prepare for graduation and commissioning into the Marine Corps. The course cannot adequately address all of the identified subject areas in the allotted course period. Based on the identified needs of this research, the following are the recommended subjects that the NL404 course should cover: Marine Corps leadership, decision-making, combat orders, tactical planning, human factors in combat, Marine Corps organization, history, customs and courtesies, combat conditioning and physical fitness. The course should focus primarily on the fundamentals and practical application of Marine Corps leadership. This course is the last course in the Naval Leadership Continuum and thus should conclude the curriculum and place the past four years of leadership and ethics lesson into a Marine Corps context. The leadership lessons should be based on the 14

leadership traits and 11 principles and draw upon other leadership resources. Additional resources that the course could use would be the DOD publication, “Armed Forces Officer” to reinforce the lessons of being a commissioned officer. Next, the course should focus on decision-making, tactical planning and combat orders. The ability to make a decision and communicate that decision in a combat order is essential for a Second Lieutenant. Lastly, the course should focus on Marine Corps organization, history, customs and courtesies, combat conditioning and physical fitness.

## **2. Other Marine-Specific Programs**

The other Marine-specific programs at the Naval Academy all contribute to the overall success of a graduate at TBS. These programs should remain an integral part of the recruiting and training of midshipmen for the Marine Corps. The Leatherneck program, in particular, should be focused on training the midshipmen on the skill areas that the NL404 course cannot address. KSAAs, such as, land navigation, weapons, marksmanship, scouting and patrolling, martial arts, conditioning hikes and first aid are better handled through the Leatherneck program. Combat conditioning, tactical planning, combat orders and decision-making should be included in the Leatherneck program as an introduction. The KSAAAs can then be reinforced during the NL404 course.

## **D. CHAPTER SUMMARY**

This purpose of this chapter was to summarize the results of data analysis as they related to the educational and training needs of a Marine Naval Academy graduate. Additionally, the chapter provided some conclusions that were drawn from the literature review and data analysis. Lastly, recommendations were made concerning the NL404 course content and other Marine-specific programs.

Second Lieutenants from the Naval Academy have performed well at TBS for a number of years. This would indicate that the training at the Naval Academy is effective in preparing the midshipmen for commissioning and service in the Marine Corps. The NL404 course along with the other Marine-specific summer training programs contribute to the performance of the Naval Academy graduates at TBS. This research aimed to determine what the education and training needs currently are for the Marine Naval

Academy graduate in order to modify or improve the current NL404 course. This chapter outlined a number of KSAAAs that were determined to be needs or training requirements for a Marine Officer candidate. Lastly, the chapter made recommendations on the subject matter for the NL404 course. The course, itself, is not able to address every KSAA need or requirement identified. NL404, along with programs such as Leatherneck, adequately address all of the identified KSAA needs for a Marine Naval Academy graduate.



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## APPENDIX A. NAVAL LEADERSHIP 404 COURSE DESCRIPTION

### UNITED STATES NAVAL ACADEMY NL404 (USMC) Spring 2006

**Course Description.** The Marine Corps Junior Officer Practicum will assist you in your preparations for service as a Marine Corps Second Lieutenant. It is designed to provide you with a broad-based understanding of the Marine Corps prior to starting The Basic School at Quantico, Virginia. The syllabus is designed around four key themes: 1) Being a Marine, 2) Marine Corps familiarization, 3) Basic warfighting & infantry skills, and 4) Marine Corps physical fitness.

**Class Climate.** Soon you will be Marine Corps Officers. As such, you will be counted among the finest fighting men and women in the world. Marine Officers are renowned for being professional, disciplined, tough, capable, quick-witted, honest etc.... You are expected to reflect these qualities in class, as well as out of class.

**Requirements.** You are the most important aspect of this course. The instructors and the course content itself can only *assist* you in achieving the course goals. Your dedicated participation in and out of class, however, is essential for success in this course. In order to measure your achievement, the following graded events are included in the syllabus:

<u>Event</u>	<u>Weight</u>	<u>Due</u>
• 6 Week Exam	25%	Wed, 15 Feb 06
• Essay	5%	Week of 10 April 06
• 12 Week Exam	25%	Wed, 05 Apr 06
• Oral Presentation	10%	Week of 24 Apr 06
• Final Exam	25%	Exam Week
• Instructor evaluation	10%	Throughout the Course (Includes physical fitness evolutions and overall course participation)

Of course the real measure of achievement will be your performance at The Basic School and your preparedness for your first assignment as a 2ndLt of Marines.

**Course Materials.** You will be required to obtain the following reference materials:

- *Naval Leadership USMC Binder*

**Essay and Oral Presentation.** You will write a 3-4 page essay (double-spaced) about a battle or book and how it pertains to this course. Your topic will be approved by your instructor, but need not be limited to the Marine Corps or to the course content. You will also give a 10 minute oral presentation on your essay. Your instructor will fit student presentations into the normal academic schedule.

**Gut-Check.** Maintain your focus and motivation throughout the semester. Although you've almost made it through a demanding training program here at the Naval Academy, you now are just beginning a critical phase in your careers in the Marine Corps. Welcome to the course and **Semper Fidelis.**

**OBJECTIVES:**

- Class: **USMC History I**
  - Learning Objectives
    - Understand the major highlights of USMC history up to and including the Korean War
    - Understand the major highlights of USMC history from 1950 to present
- Class: **Role of Marine Leaders: (CO, XO, 1stSgt etc...)**
  - Learning Objectives
    - Understand roles of the various billets in a USMC Battalion and Squadron
    - Understand the protocols of interacting with the various billets in a Battalion and Squadron
    - Know the organization of a Battalion and Squadron (S-1, 2 etc...)
- Lab: **MCWP 6-11 Leading Marines**
  - Learning Objectives
    - Understand the role of the junior USMC Officer in leading Marines.
    - Be familiar with Marine Ethos and its components
    - Define the 14 leadership traits
    - Define the leadership principles
    - Understand the concept of friction and how it relates to leadership
- Class: **Uniforms Types and Regulations**
  - Learning Objectives
    - Be familiar with MCO P1020.34
    - Know the occasions for wear of USMC uniforms
    - Know how to wear insignia, ribbons, medals, and badges
    - Know the authorized sources for uniform procurement
    - Know the authorized uniform items
- Class: **USMC Standards, Courtesies, and Traditions**
  - Learning Objectives
    - Understand the unique standards, courtesies and traditions of the USMC that set it apart from the other services.
    - Differentiate between Navy courtesies and USMC courtesies
- Class: **USMC Mission and Organization**
  - Learning Objectives
    - Understand the USMC roles and missions
    - Understand the organization of the Marine Corps
    - Define the components of MAGTF

- Class: **MCDP-1 Warfighting 1**
  - Learning Objectives
    - Understand the key concepts presented in MCDP-1
    - Understand the Marine Corps' view of the Theory and Nature of War including
      - The definition of war & the objective of war
      - The impact of Friction, Fluidity, Uncertainty and Disorder
      - The levels of war
    - Discuss the styles of warfare
    - Describe the importance of PME in an Officer's career
    - Understand the Marine Corps' approach to the conduct of war including:
      - the concepts of center of gravity and critical enemy vulnerability
      - mission tactics
      - commander's intent
      - philosophy of command
      - combined arms
- Class: **USMC Aviation and Aircraft**
  - Learning Objectives
    - Know the basic pipeline for a Marine pilot
    - Be able to identify USMC aircraft
    - Have the basic knowledge of how Marine Aviation supports the troops on the ground.
- **\*\*\*6 WEEK EXAM\*\*\*\*\***
- Class: **Operation Order**
  - Learning Objectives
    - Be familiar with purposes of the warning order, operations order, and the fragmentary order
    - Understand the 5 paragraph format of the operations order and its component parts
    - Be able to write clear mission statements consisting of appropriate statements of task and purpose
    - Be able to issue a 5 paragraph operation order
- Class: **Operational Terms and Graphics**
  - Learning Objectives
    - Be able to recognize the terms and graphical symbols for the Marine infantry division and below.
- Class: **Map Reading and Land Navigation**
  - Learning Objectives
    - Identify the characteristics of maps including essential marginal data
    - Understand the use of the military grid reference system
    - Identify the parts of the lensatic compass
    - Understand the use of the lensatic compass

- Class: **The Enlisted Marine**
  - Learning Objectives
    - Be familiar with Marine recruit training
    - Discuss the Officer to Enlisted relationship
    - Meet and Discuss in an open forum the role of the SNCO
    - Understand the critical relationship between a Marine Officer and the SNCO
- Class: **Officer's Administration**
  - Learning Objectives
    - Be familiar with elements of personal finances as they affect newly commissioned officers and junior Marines
    - Be familiar with SRBs and OQRs
    - Be familiar with platoon commander's notebooks
    - Understand how to find references to support training or administrative issues
    - Be familiar with the Marine Corps fitness report (basics only—will be covered more thoroughly in separate class)
    - Be familiar with policies regarding augmentation
    - Be familiar with the various types of correspondence used by Marine Officers
- Lab: **MOS and Career Paths**
  - Learning Objectives
    - Be familiar with the various Officer MOS career paths in the USMC
    - Understand the “Time-to-Train” in Aviation and other MOSs.
    - Describe the billets an Officer will hold (and the associated duties/responsibilities) as he/she is promoted and advances through an organization.
- \*\*\*\*12 Week EXAM\*\*\*\*\*
- Lab: **Battle Study**
  - Learning Objectives
    - Without the aid of reference, explain the strategic purpose of the Battle of Fallujah to the overall campaign to create a stable and secure environment in Iraq.
    - Without the aid of reference, explain the operational and tactical results of the Battle of Fallujah.
    - Without the aid of reference, explain the background events that resulted in the Nov 2004 assault on the city of Fallujah.
    - Without the aid of reference, explain the task organization of Task Force Fallujah.
    - Without the aid of reference, explain the enemy forces facing Task Force Fallujah prior to the Nov 2004 assault.
    - With the warfighting functions as a guide, explain some unique tactics, techniques, and procedures realized in Fallujah for conducting military operations in an urban terrain (MOUT).

- Class: **Operation Enduring Freedom Battle/Current Ops Study**
  - Learning Objectives
    - Without the aid of reference, explain the U.S. Marine Corps participation in Operation Enduring Freedom.
    - Without the aid of reference, discuss the role of Task Force 58 in establishing FOB Rhino, seizing Kandahar Airfield, and fighting the Taliban in November 2001 – February 2002.
    - Without the aid of reference, discuss the implications for the Marine Corps in deploying of the MEU(SOC)s so far from the littoral.
    - Without the aid of reference, discuss the U.S. Marine Corps role in establishing Taliban detention centers aboard U.S. Naval Base Guantanamo Bay, Cuba.
    - Without the aid of reference, discuss the U.S. Marine Corps role in conducting operations in the Horn of Africa.
    - Without the aid of reference, discuss current USMC operations in Afghanistan
- Class: **Operation Iraqi Freedom Battle/Current Ops Study**
  - Learning Objectives
    - Without the aid of reference, discuss the U.S. Marine Corps' initial and subsequent role in Operation Iraqi Freedom (OIF).
    - Without the aid of reference, explain the U.S. Marine task organization during the invasion of Iraq in March-April 2003.
    - Without the aid of reference, explain the enemy forces' composition and concept of operations for defending Iraq against the U.S.-led coalition.
    - Without the aid of reference, explain the Combined Forces Land Component Commander's (CFLCC) concept of operations for the invasion of Iraq in March-April 2003.
    - Without the aid of reference, explain the I Marine Expeditionary Force (I MEF) Commander's concept of operations for the invasion of Iraq in March 2003.
    - Without the aid of reference, explain the role of Marine Expeditionary Units, Special Operations Capable(MEU(SOC)) during the invasion of Iraq in March-April 2003.
    - Without the aid of reference, explain the significance of Umm Qasr, Rumalyah Oilfields, and An Nasiriyah, Al Kut, and An Numaniyah in the drive to capture Baghdad.
    - Without the aid of reference, explain the concept of operations for the 1<sup>st</sup> Marine Division assault into Baghdad.
    - Without the aid of reference, explain the post- invasion area of responsibility and mission of I MEF.
    - Without the aid of reference, explain the enemy currently facing U.S. Marine forces in Iraq.
    - Without the aid of reference, discuss the U.S. Marine operations in the cities of Ramadi, Fallujah, and An Najaf.

▪ **FINAL EXAM\*\*\*\*\***

**Naval Leadership 404**

<b>Week</b>	<b>Topic</b>
1	Course Intro
	USMC History
	Lab: Initial PFT
2	Role of Marine Leaders: (CO, XO, 1stSgt etc...)
	Lab: MCWP 6-11 Leading Marines/Uniforms
3	USMC Mission and Organization/Customs-Courtesies
	MCDP-1 Warfighting 1
	Lab: USMC PT
4	USMC Aviation and Aircraft
	Battle Study Prep
	Lab: Battle Study
5	Evening Lecture: Combat Speaker
	Exam Review
	Lab: USMC PT
6	6 Week Exam
	Operation Order/Operational Terms and Graphics
	Lab: USMC PT
7	Operation Order Prep
	Lab: Operations Order Practical Application
8	Open for CharDev/Other Material
	Open for CharDev/Other Material
	Lab: USMC PT
9	Map Reading and Land Navigation 1
	Map Reading and Land Navigation 2
	Land Navigation Practical Application
10	The Enlisted Marine (Cutting Score)
	Evening Lecture: SNCO Panel
	Lab: O-Course/Double O-Course
11	MOL/Officer's Administration
	Lab: MOS Class
	Evening Event: MOS Mixer
12	Exam Review
	12 Week Exam
	Lab: Battle Study Presentations
13	Operation Iraqi Freedom Battle/Current Ops Study
	Evening Lecture: Classified Current Ops Brief
	Lab: Final PFT
14	TBS Gouge (The USNA Graduate Perspective)
	Battle Study Presentations
	Lab: USMC PT
15	Battle Study Presentations
	Battle Study Presentations
16	Final Exam

## **APPENDIX B. MARINE CORPS COMMON SKILLS (MCCS) PROGRAM AND PROFESSIONAL CORE COMPETENCIES MANUAL REQUIREMENTS**

**Marine Corps Common Skills for Marine Officer Candidates. (MCO 1510.121A and MCO 1510.89B, 2004)**

Tasks that are **bolded** are required to be performed by the US Naval Academy and Officer Candidate School

Tasks with an asterisk (\*) are performed by The Basic School

### **DUTY AREA 01 - MILITARY JUSTICE AND THE LAW OF WAR (IMCCS)**

- 1) MCCS.01.01 EXPLAIN THE MILITARY'S JUSTICE SYSTEM
- 2) MCCS.01.02 IDENTIFY OFFENSES PUNISHABLE UNDER THE ARTICLES OF THE UCMJ
- 3) MCCS.01.03 EXPLAIN THE FORMS OF PUNISHMENT THAT MAY BE IMPOSED FOR VIOLATIONS OF THE UCMJ
- 4) MCCS.01.04 EXPLAIN THE TYPES OF COURTS-MARTIALS
- 5) MCCS.01.05 EXPLAIN ARTICLE 31, RIGHTS OF THE ACCUSED
- 6) MCCS.01.06 EXPLAIN ARTICLE 15, NONJUDICIAL PUNISHMENT (NJP)
- 7) MCCS.01.07 EXPLAIN TWO PROBLEM SOLVING METHODS AVAILABLE TO ALL MARINES
- 8) MCCS.01.08 EXPLAIN THE FIVE TYPES OF DISCHARGES
- 9) MCCS.01.09 EXPLAIN THE LAW OF WAR

### **DUTY AREA 02 - MARINE CORPS ORGANIZATION, HISTORY, CUSTOMS, AND COURTESIES (IMCCS)**

- 1) MCCS.02.01 EXPLAIN THE MARINE CORPS MISSION
- 2) MCCS.02.02 IDENTIFY SIGNIFICANT EVENTS IN MARINE CORPS HISTORY
- 3) MCCS.02.03 IDENTIFY THE HISTORICAL SIGNIFICANCE OF MARINE CORPS UNIFORM ITEMS
- 4) MCCS.02.04 EXPLAIN COMMON TERMS, SAYINGS, AND QUOTATIONS USED IN THE MARINE CORPS
- 5) MCCS.02.05 PERFORM REQUIRED MILITARY COURTESIES AND HONORS
- 6) MCCS.02.06 DESCRIBE THE COLORS, STANDARDS, AND GUIDONS
- 7) MCCS.02.07 EXPLAIN THE CUSTOMS OF THE MARINE CORPS
- 8) MCCS.02.08 IDENTIFY THE LOCATION OF THE MARINE DIVISIONS, AIR WINGS, AND FORCE SERVICE SUPPORT GROUPS (FSSGS)
- 9) MCCS.02.09 DESCRIBE MARINE AIR-GROUND TASK FORCE (MAGTF) ORGANIZATIONS

### **DUTY AREA 03 - CLOSE ORDER DRILL (IMCCS)**

- 1) MCCS.03.01 EXPLAIN THE PURPOSE OF CLOSE ORDER DRILL
- 2) MCCS.03.02 PERFORM INDIVIDUAL DRILL MOVEMENTS WITH OR WITHOUT ARMS
- 3) MCCS.03.03 PERFORM INDIVIDUAL ACTIONS IN UNIT DRILL (PLATOON LEVEL)

### **DUTY AREA 04 - MARINE CORPS UNIFORMS, CLOTHING, AND EQUIPMENT (IMCCS)**

- 1) MCCS.04.01 MAINTAIN MILITARY CLOTHING



- 2) **MCCS.04.02 MAINTAIN INDIVIDUAL EQUIPMENT**
- 3) **MCCS.04.03 WEAR AUTHORIZED UNIFORM(S)**
- 4) **MCCS.04.04 WEAR INDIVIDUAL EQUIPMENT**
- 5) **MCCS.04.05 MAINTAIN PERSONAL APPEARANCE**
- 6) **MCCS.04.06 MAINTAIN STANDARDS FOR CIVILIAN ATTIRE**
- 7) **MCCS.04.07 STAND A PERSONNEL INSPECTION**
- 8) **MCCS.04.08 STAND A CLOTHING AND EQUIPMENT INSPECTION**
- 9) **MCCS.04.09 EXPLAIN THE CLASSIFICATIONS OF MARINE CORPS AWARDS**

#### **DUTY AREA 05 - MARINE CORPS GENERAL LEADERSHIP (IMCCS)**

- 1) **MCCS.05.01 EXPLAIN MARINE CORPS LEADERSHIP**

#### **DUTY AREA 06 - SUBSTANCE ABUSE (IMCCS)**

- 1) **MCCS.06.01 EXPLAIN THE MARINE CORPS POLICY ON THE USE OF ILLEGAL DRUGS**
- 2) **MCCS.06.02 EXPLAIN THE PROGRAM CREATED TO COMBAT THE USE OF ILLEGAL DRUGS**
- 3) **MCCS.06.03 EXPLAIN THE MARINE CORPS POLICY ON ALCOHOL ABUSE**
- 4) **MCCS.06.04 DESCRIBE INDICATORS OF ALCOHOL ABUSE**
- 5) **MCCS.06.05 IDENTIFY THE MEDICAL HAZARDS OF TOBACCO USE**

#### **DUTY AREA 07 - TROOP INFORMATION (IMCCS)**

- \*1) **MCCS.07.01 EXPLAIN MARINE CORPS EDUCATION PROGRAMS**
- 2) **MCCS.07.02 DESCRIBE AUTHORIZED ABSENCE**
- \*3) **MCCS.07.03 DESCRIBE AGENCIES THAT PROVIDE MARINES WITH ASSISTANCE FOR PERSONAL AND FAMILY PROBLEMS**
- \*4) **MCCS.07.04 DESCRIBE THE FACTORS AFFECTING CAREER DEVELOPMENT**
- 5) **MCCS.07.05 EXPLAIN THE MARINE CORPS POLICY ON SEXUAL HARASSMENT**
- 6) **MCCS.07.06 EXPLAIN THE MARINE CORPS POLICY ON EQUAL OPPORTUNITY**
- 7) **MCCS.07.07 EXPLAIN THE MARINE CORPS POLICY ON HAZING**
- 8) **MCCS.07.08 EXPLAIN THE MARINE CORPS POSITION ON FRATERNIZATION**
- \*9) **MCCS.07.09 EXPLAIN SEXUALLY TRANSMITTED DISEASES (STD'S)**
- \*10) **MCCS.07.10 DESCRIBE THE OCCUPATIONAL FIELD (OCCFLD) AND MILITARY OCCUPATIONAL SPECIALTY (MOS) SYSTEM**
- \*11) **MCCS.07.11 EXPLAIN ISSUES CONCERNING PREGNANCY AND PARENTHOOD**
- \*12) **MCCS.07.12 EXPLAIN THE MARINE CORPS POLICY ON OPERATIONAL RISK MANAGEMENT**
- \*13) **MCCS.07.13 EXPLAIN THE MARINE CORPS POLICY ON THE RISK ASSESSMENT MATRIX**
- 14) **MCCS.07.14 EXPLAIN STEPS NECESSARY IN THE PREVENTION OF SUICIDE**
- 15) **MCCS.07.15 EXPLAIN THE MARINE CORPS POLICY ON HOMOSEXUAL CONDUCT**
- 16) **MCCS.07.16 EXPLAIN THE DOMESTIC VIOLENCE AMENDMENT TO THE GUN CONTROL ACT OF 1968**
- 17) **MCCS.07.17 EXPLAIN THE MARINE CORPS FOREIGN LANGUAGE PROGRAM (MCFLP)**
- 18) **MCCS.07.18 EXPLAIN THE CRITICAL ASPECTS OF RAPE PREVENTION**
- 19) **MCCS.07.19 IDENTIFY INCIDENTS OF SEXUAL ASSAULT**

#### **DUTY AREA 08 - MARINE CORPS LEADERSHIP (IMCCS)**

- \*1) **MCCS.08.01 EXPLAIN COMBAT**
- \*2) **MCCS.08.02 IDENTIFY NINE ELEMENTS USUALLY ENCOUNTERED IN A COMBAT ENVIRONMENT**
- \*3) **MCCS.08.03 IDENTIFY THE FIVE STRESSES OF COMBAT**
- \*4) **MCCS.08.04 EXPLAIN THE MARINE CORPS PRINCIPLES FOR OVERCOMING FEAR**

#### **DUTY AREA 09 - FORCE PROTECTION AND INTERIOR GUARD (IMCCS)**

- 1) MCCS.09.01 EXPLAIN THE MISSION OF THE INTERIOR GUARD**
- 2) MCCS.09.02 STATE THE ELEVEN GENERAL ORDERS**
- 3) MCCS.09.03 STAND A SENTRY POST**
- 4) MCCS.09.04 IDENTIFY THE ORGANIZATION OF THE INTERIOR GUARD**
- \*5) MCCS.09.05 EXPLAIN DEADLY FORCE**
- \*6) MCCS.09.06 DESCRIBE THE KEY CHARACTERISTICS OF TERRORISM**
- \*7) MCCS.09.07 DESCRIBE MEASURES OF SELF-PROTECTION AGAINST TERRORIST ATTACKS**
- \*8) MCCS.09.08 IDENTIFY IMMEDIATE ACTIONS FOR SAFEGUARDING SUSPECTED CLASSIFIED AND COMMUNICATIONS SECURITY (COMSEC) MATERIAL**

#### **DUTY AREA 10 - CODE OF CONDUCT (IMCCS)**

- 1) MCCS.10.01 STATE THE SIX ARTICLES OF THE CODE OF CONDUCT**
- 2) MCCS.10.02 EXPLAIN THE RIGHTS OF A PRISONER OF WAR**
- 3) MCCS.10.03 EXPLAIN THE OBLIGATIONS OF A PRISONER OF WAR**

#### **DUTY AREA 11 - INDIVIDUAL WEAPONS (IMCCS)**

- 1) MCCS.11.01 PERFORM WEAPONS HANDLING PROCEDURES WITH THE M16A2 SERVICE RIFLE**
- 2) MCCS.11.02 MAINTAIN THE M16A2 SERVICE RIFLE**
- \*3) MCCS.11.03 ENGAGE TARGETS WITH THE M16A2 SERVICE RIFLE AT THE SUSTAINED RATE**
- \*4) MCCS.11.04 ZERO THE M16A2 SERVICE RIFLE**
- \*5) MCCS.11.05 ENGAGE STATIONARY TARGETS WITH THE M16A2 SERVICE RIFLE AT KNOWN DISTANCES**
- \*6) MCCS.11.06 ENGAGE TARGETS OF LIMITED EXPOSURE (TIME) WITH THE M16A2 SERVICE RIFLE**
- \*7) MCCS.11.07 ENGAGE TARGETS DURING LOW LIGHT AND DARKNESS WITH THE M16A2 SERVICE RIFLE**
- \*8) MCCS.11.08 ENGAGE TARGETS WITH THE M16A2 SERVICE RIFLE WHILE WEARING THE FIELD PROTECTIVE MASK**
- \*9) MCCS.11.09 ENGAGE MULTIPLE TARGETS WITH THE M16A2 SERVICE RIFLE**
- \*10) MCCS.11.10 ENGAGE MOVING TARGETS WITH THE M16A2 SERVICE RIFLE**
- \*11) MCCS.11.11 ENGAGE TARGETS AT UNKNOWN DISTANCES WITH THE M16A2 SERVICE RIFLE**
- \*12) MCCS.11.12 PERFORM WEAPONS HANDLING FOR THE M203 GRENADE LAUNCHER**
- \*13) MCCS.11.13 MAINTAIN THE M203 GRENADE LAUNCHER**
- \*14) MCCS.11.14 ZERO THE M203 GRENADE LAUNCHER WITH THE LEAF SIGHT**
- \*15) MCCS.11.15 ENGAGE TARGETS WITH THE M203 GRENADE LAUNCHER WITH THE LEAF SIGHT**
- \*16) MCCS.11.16 PERFORM WEAPONS HANDLING WITH THE M249**
- \*17) MCCS.11.17 MAINTAIN THE M249 SAW**
- \*18) MCCS.11.18 FIELD ZERO THE M249 SAW AT 10 METERS**
- \*19) MCCS.11.19 ENGAGE TARGETS WITH THE M249 SAW**

#### **DUTY AREA 12 - CREW-SERVED WEAPONS (IMCCS)**

- \*1) MCCS.12.01 IDENTIFY THE CHARACTERISTICS OF MACHINEGUNS**

#### **DUTY AREA 13 - SCOUTING AND PATROLLING (IMCCS)**

- 1) MCCS.13.01 PERFORM UNAIDED DAY AND NIGHT OBSERVATION TECHNIQUES**

- \*2) MCCS.13.02 REPORT INFORMATION
- \*3) MCCS.13.03 PREPARE FOR A PATROL
- \*4) MCCS.13.04 PASS THROUGH LINES
- \*5) MCCS.13.05 PERFORM INDIVIDUAL ACTIONS IN A SECURITY PATROL
- \*6) MCCS.13.06 PERFORM INDIVIDUAL PRECAUTIONS WHILE CROSSING A DANGER AREA
- 7) MCCS.13.07 PERFORM IMMEDIATE ACTIONS UPON CONTACT WITH THE ENEMY**

#### **DUTY AREA 14 - TACTICAL MEASURES, OFFENSIVE (IMCCS)**

- 1) MCCS.14.01 COMMUNICATE USING HAND AND ARM SIGNALS**
- 2) MCCS.14.02 EXECUTE INDIVIDUAL ACTIONS IN SQUAD FORMATIONS**
- 3) MCCS.14.03 PERFORM INDIVIDUAL ACTIONS DURING SQUAD FIRE AND MOVEMENT**

#### **DUTY AREA 15 - TACTICAL MEASURES, DEFENSIVE (IMCCS)**

- \*1) MCCS.15.01 CONSTRUCT A FIGHTING POSITION
- \*2) MCCS.15.02 PREPARE A FIRE TEAM FIRE PLAN SKETCH
- \*3) MCCS.15.03 DEFEND A POSITION

#### **DUTY AREA 16 - MUNITIONS (IMCCS)**

- \*1) MCCS.16.01 THROW A M67 FRAGMENTATION GRENADE
- \*2) MCCS.16.02 ENGAGE TARGETS WITH THE AT-4
- \*3) MCCS.16.03 EMPLOY THE M18A1 CLAYMORE MINE
- \*4) MCCS.16.04 EMPLOY GROUND PYROTECHNICS

#### **DUTY AREA 17 - COMBAT CONDITIONING AND CONTINUING ACTIONS (IMCCS)**

- 1) MCCS.17.01 MARCH UNDER AN EXISTENCE LOAD**
- 2) MCCS.17.02 PREPARE INDIVIDUAL EQUIPMENT**
- 3) MCCS.17.03 CAMOUFLAGE SELF AND EQUIPMENT**
- 4) MCCS.17.04 CONSTRUCT FIELD SHELTERS**
- 5) MCCS.17.05 PERFORM INDIVIDUAL FIELD HYGIENE**
- 6) MCCS.17.06 PERFORM INDIVIDUAL MOVEMENT**
- \*7) MCCS.17.07 PERFORM INDIVIDUAL MOVEMENT IN AN URBAN ENVIRONMENT
- \*8) MCCS.17.08 PERFORM ENEMY PRISONER OF WAR (EPW) HANDLING
- \*9) MCCS.17.09 REACT TO INDIRECT FIRE

#### **DUTY AREA 18 - LAND NAVIGATION (IMCCS)**

- 1) MCCS.18.01 CALIBRATE THE LENSATIC COMPASS**
- 2) MCCS.18.02 NAVIGATE USING A COMPASS**
- 3) MCCS.18.03 READ A MAP**
- 4) MCCS.18.04 NAVIGATE WITH A MAP AND COMPASS**

#### **DUTY AREA 19 - COMMUNICATIONS (IMCCS)**

- \*1) MCCS.19.01 COMMUNICATE USING FIELD PHONES
- \*2) MCCS.19.02 COMMUNICATE USING AN AN/PRC-119 RADIO

#### **DUTY AREA 20 - NBC DEFENSE (IMCCS)**

- \*1) MCCS.20.01 IDENTIFY NATO NBC MARKERS
- \*2) MCCS.20.02 MAINTAIN THE M-40 FIELD PROTECTIVE MASK
- \*3) MCCS.20.03 DON THE M40 FIELD PROTECTIVE MASK
- \*4) MCCS.20.04 DON INDIVIDUAL PROTECTIVE CLOTHING TO MOPP 4

- \*5) MCCS.20.05 PERFORM BASIC FUNCTIONS WHILE IN MOPP 4
- \*6) MCCS.20.06 PERFORM NBC DETECTION MEASURES
- \*7) MCCS.20.07 DECONTAMINATE SKIN AND PERSONAL EQUIPMENT
- \*8) MCCS.20.08 EXCHANGE MOPP GEAR
- \*9) MCCS.20.09 REACT TO A NUCLEAR ATTACK
- \*10) MCCS.20.10 REACT TO A CHEMICAL OR BIOLOGICAL ATTACK
- \*11) MCCS.20.11 TREAT A CHEMICAL AGENT CASUALTY
- \*12) MCCS.20.12 COMPLY WITH DEPLETED URANIUM (DU) SAFETY PROCEDURES

#### **DUTY AREA 21 - FIRST AID (IMCCS)**

- \*1) MCCS.21.01 PERFORM THE FOUR BASIC LIFE SAVING STEPS
- \*2) MCCS.21.02 TREAT A BURN
- \*3) MCCS.21.03 APPLY A PRESSURE DRESSING
- \*4) MCCS.21.04 APPLY A SPLINT TO A FRACTURE
- \*5) MCCS.21.05 APPLY A TOURNIQUET
- \*6) MCCS.21.06 TREAT AN INSECT OR ANIMAL BITE
- \*7) MCCS.21.07 EVACUATE A CASUALTY
- \*8) MCCS.21.08 TREAT A CLIMATIC INJURY

#### **DUTY AREA 22 - PHYSICAL FITNESS (IMCCS)**

- 1) MCCS.22.01 MAINTAIN PHYSICAL FITNESS

#### **DUTY AREA 23 - MARTIAL ARTS (IMCCS)**

- 1) MCCS.23.01 APPLY THE FUNDAMENTALS OF MARTIAL ARTS
- 2) MCCS.23.02 EXECUTE PUNCHES
- 3) MCCS.23.03 EXECUTE FALLS
- 4) MCCS.23.04 EXECUTE BAYONET TECHNIQUES
- 5) MCCS.23.05 PARTICIPATE IN A PUGIL STICK BOUT
- 6) MCCS.23.06 EXECUTE UPPER BODY STRIKES
- 7) MCCS.23.07 EXECUTE LOWER BODY STRIKES
- \*8) MCCS.23.08 EXECUTE CHOKES
- \*9) MCCS.23.09 EXECUTE LEG SWEEP
- \*10) MCCS.23.10 EXECUTE COUNTERS TO STRIKES
- \*11) MCCS.23.11 EXECUTE COUNTER TO REAR CHOKE
- \*12) MCCS.23.12 EXECUTE COUNTERS TO HOLDS
- \*13) MCCS.23.13 EXECUTE UNARMED MANIPULATIONS
- \*14) MCCS.23.14 EXECUTE ARMED MANIPULATIONS
- \*15) MCCS.23.15 EXECUTE KNIFE TECHNIQUES
- \*16) MCCS.23.16 EMPLOY WEAPONS OF OPPORTUNITY

#### **DUTY AREA 24 - COMBAT WATER SURVIVAL (IMCCS)**

- \*1) MCCS.24.01 PERFORM COMBAT WATER SURVIVAL SKILLS

## **Professional Core Competencies (PCC Manual, April 2001)**

- A. Know the Marine Corps organization and structure as outlined in the current edition of the Marine Officer's Guide.
- B. Know the missions, status, and development of the Marine Corps as a separate service as outlined in the current edition of the Marine Corps Officer's Guide.
- C. Know the essential subjects contained in the Marine Common Skills Program (based on MCO 1510.89B and MCO 1510.90A).
- D. Preparation for Officer Candidate School:
  - 1. Demonstrate the ability to command a platoon sized unit in the basic movements of close order drill to include the manual of arms with the M16A2 service rifle as outlined in the Marine Corps Common Skills Program (based on MCO 1510.89B and MCO 1510.90A)
  - 2. Know the operation of, and demonstrate the ability to, assemble, disassemble, care for, and clean the M16A2 service rifle in accordance with MCO 1510.89B
  - 3. Demonstrate the ability to control the movement of a fire team sized unit as outlined in MCO 1510.90A, in accordance with task CPLX.14.8.
  - 4. Demonstrate the ability to control the movement of a squad sized unit as outlined in MCO 1510.90, in accordance with task SGTX.14.4.
  - 5. Demonstrate and apply the correct procedures in the use of the Marine Corps issue lensatic compass during day and night land navigation in accordance with MCO 1510.89B and MCO 1510.90A.
  - 6. Know and comprehend the individual parts of a 1/25,000 military map and be able to apply that knowledge during actual land navigation exercises in accordance with MCO 1510.89B and MCO 1510.90A.
  - 7. Know the Marine Corps history, interior guard and basic general military subjects in accordance with MCO 1510.89B and MCO 1510.90A.
  - 8. Demonstrate a level of physical conditioning that emphasizes total body fitness to include but not limited to the following:
    - a. Demonstrate the ability to force march at a 3 mph pace over a 5 mile cross-country course with a load of 35 lbs.
    - b. Demonstrate the ability to run a 3-mile cross-country course wearing combat boots, utility trousers, a load-bearing vest or equivalent, and two full canteens.
    - c. Demonstrate the ability to climb a 25-foot vertical rope using any technique after exerting the aerobic equivalent of negotiating a standard Marine Corps obstacle course.
    - d. Demonstrate the ability to score at least 225 on the Marine Corps PFT.
- E. Successfully complete Marine Option 1/C cruise.
- F. Know the requirements for and demonstrate the requisite level of physical conditioning necessary for Marine officers in order to lead a platoon of Marines under any circumstance.
- G. Apply all the skills outlined in this appendix through the conduct of single day and overnight adventure training. This training should be ground combat oriented and emphasize skills that will enhance individual confidence, physical ability and survivability on the battlefield.

## APPENDIX C. THE BASIC SCHOOL PROGRAM OF INSTRUCTION

Annex	Lesson ID	Lesson Title	POI Hours
<b>A</b>	<b>Land Navigation</b>		
	BOA2005	Introduction to Land Navigation/The Map	2
	BOA2010	Direction	2
	BOA2015	Terrain Analysis	2
	BOA2020	Location	1.5
	BOA2025	Water, Vegetation, and Manmade Features	1.5
	BOA2030	Military Aspects of Terrain Sand Table Exercise	1.5
	BOA2035	Land Navigation: Tools and Techniques	4
	BOA2040	Land Navigation Written Examination Review	1
	BOA2045XW	Land Navigation Written Examination/Critique	3
	BOA2050	Land Navigation I	3
	BOA2055	Land Navigation II	4.5
	BOA2060	Terrain Walk	3
	BOA2065	The 1:50,000 Scale Map	4.5
	BOA2070	Land Navigation III	7
	BOA2075XP	Land Navigation Final	8
	BOA2080	Night Navigation	3.5
	BOA2085XP	Night Navigation Final	5
	BOA2090	Night Orienteering I	4.5
<b>B</b>	<b>Communications</b>		
	BOB4005	Tactical Communications	1.5
	BOB4010	Communications Exercise	1
	BOB4015	Communications Examination Review	0.5
	BOB4020XW	Communications Examination/Critique	2
	BOB4020XP	Communications Prac Ap	2
<b>C</b>	<b>Nuclear, Chemical, and Biological Warfare Defense</b>		
	BOC4105Z	Field Protective Mask (FPM)	0.2
	BOC4110	NBC Protective Measures	1.5
	BOC4115	NBC Perception Exercise	3.5
	BOC4120	NBC Response (Field Exercise)	4
<b>D</b>	<b>Combat Service Support</b>		
	BOD4205	Conduct of War: Combat Service Support	2
<b>E</b>	<b>First Aid</b>		
	BOE8005	Basic Life Support	0.5
	BOE8010	Prevention and Treatment of Field-Related Injuries	1
	BOE8015	Combat-Related Injuries	1
	BOE8020	Casualty Evaluation and Evacuation	1
	BOE8025	First Aid Examination Review	0.5
	BOE8030XW	First Aid Written Examination/Critique	1.5
	BOE8035XP	First Aid Practical Examination/Critique	1.5
<b>F</b>	<b>Physical Training and Conditioning</b>		
	BOF0005Z	Inventory Physical Fitness Test	3

	BOF0010Z	Swim Safety Brief	1
	BOF0015Z	Water Survival Qualification	5
	BOF0020Z	Semper Fit	1
	BOF0025	Combat Conditioning	35.5
	BOF0030	Introduction to Obstacle Course	2
	BOF0035	Introduction to Endurance Course	5
	BOF0040	Conditioning Hike Program	12
	BOF0045	Initial Obstacle Course	2.5
	BOF0050XP	Double Obstacle Course	2.5
	BOF0055	Initial Endurance Course	4
	BOF0060XP	Endurance Course	4
	BOF0065	Combat Endurance March (15 Miles)	6.5
	BOF0070XP	Physical Fitness Test	3
<b>G</b>	<b>Basic Skills</b>		
	BOG8205Z	Customs and Courtesies/Service Etiquette	1
	BOG8210Z	Uniforms and Accessories	1
	BOG8215	Uniform Vendors	7
	BOG8220Z	Equal Opportunity/Sexual Harassment/Fraternization/ Hazing	1
	BOG8225	Societal Issues: Suicide Awareness/Substance Abuse/Homosexual Conduct	2
	BOG8235	Security of Classified Material	1
	BOG8240	Professional Military Ethics	2
	BOG8245	The Responsibilities of the OOD and Functions of the Interior Guard	1
	BOG8250	Basic Skills Examination Review	1
	BOG8255XW	Basic Skills Examination/Critique	1.75
	BOG8260	Counseling Skills and Techniques	2
<b>H</b>	<b>Drill, Command, and Ceremonies/Developing Subordinate Unit Leaders</b>		
	BOH8405	Introduction to Drill	1
	BOH8410	Manual of the Sword	2
	BOH8415	Conduct of Drill/Form for Inspection	2
	BOH8420	Drill Exercise	2.5
	BOH8425	Drill Examination Review	3
	BOH8430XP	Drill Examination/Critique	3
	BOH8435	The Role of the Marine Staff Noncommissioned Officer	1
	BOH8440	Staff NCO Panel Discussion Group	2
	BOH8445	Developing Subordinate Leaders	2
	BOH8450	The Enlisted Marine	1.5
	BOH8455	NCO Panel Discussion Group	2
<b>I</b>	<b>Personnel Administration</b>		
	BOI4305	Techniques of Military Instruction	1
	BOI4310	Fitness Reports I	1.5
	BOI4315	Fitness Reports II	1
	BOI4320	Fitness Report Examination Review	1
	BOI4325XW	Fitness Report Examination/Critique	2.5
	BOI4330	Platoon Commander's Administration	2
	BOI4335	Leadership Practical Application	3
	BOI4340	Enlisted Promotion Process	1.5
	BOI4345	Leadership and Administration Examination Review	1

	BOI4350XW	Leadership and Administration Examination/Critique	2
	BOI4355	Fitness Reports III	1
	BOI4360	Fitness Reports IV	1.5
<b>J</b>	<b>Military Law</b>		
	BOJ4705	Rules of Engagement	1.5
	BOJ4710	Uniform Code of Military Justice	2
	BOJ4715	Judge Advocate General Manual	1
	BOJ4720	JAG Manual Investigation Practical Application	2
	BOJ4725	Law of War/Code of Conduct	1
	BOJ4730	Military Law Examination Review	0.5
	BOJ4735XW	Military Law Examination/Critique	2.5
<b>K</b>	<b>Expeditionary Warfare Operations</b>		
	BOK8605	Marine Air-Ground Task Force Concepts	2
	BOK8610	Cultural Awareness For The Warfighter	1
	BOK8615	Expeditionary Operations: Case Studies I	1
	BOK8620	Expeditionary Operations: Case Studies II	1
	BOK8625	Cultural Case Study	1
	BOK8630	Expeditionary Operations Examination Review	0.5
	BOK8635XW	Expeditionary Operations Examination/Critique	2
<b>L</b>	<b>Tactical Planning and Decision Making</b>		
	BOL4805	Decision Making Process	1
	BOL4810	Combat Orders Format	2
	BOL4815	Tactical Planning I	2
	BOL4820	Operational Terms and Graphics	1.5
	BOL4825	Decision Making: Human Factors in Combat	1.5
	BOL4830XW	Combat Orders Format Examination/Critique	1
	BOL4835	Combat Orders Discussion Group	1.5
	BOL4840	Tactical Planning Sand Table Exercise	3
	BOL4845	Patrol Order	1.5
	BOL4850	Tactical Planning II	1.5
	BOL4855XW	Tactical Decision Making Examination/Critique	1
<b>M</b>	<b>Tactics</b>		
	BOM6005	Operations I	1
	BOM6010	Operations II	3
	BOM6015	Squad Attack Tactical Decision Game	1
	BOM6020	Squad Tactics and Techniques Field Exercise (WFEX I)	26
	BOM6025	Squad Fire and Movement Field Firing Exercise (WFFEX I)	16
	BOM6030	Patrol Operations	2.5
	BOM6035	Initial Day Patrol Field Exercise	10
	BOM6040	Squad Patrol Tactical Decision Game	1
	BOM6045	Ambush Patrol	2
	BOM6050	Day Security Patrol Field Exercise	8
	BOM6055	Night Ambush Patrol Field Exercise	8
	BOM6060	Operations III	2
	BOM6065	Patrolling Examination Review	1
	BOM6070XW	Patrolling Examination/Critique	2
	BOM6080	Platoon in the Offense Sand Table Exercise	2
	BOM6090	Platoon in the Defense Sand Table Exercise	2



	BOM6095	Night Operations	2
	BOM6100	Platoon Tactics and Techniques Field Exercise (WFEX II)	40
	BOM6105	Movement to Contact	2
	BOM6110	Platoon Operations Field Exercise (WFEX III)	96
	BOM6115	Platoon Fire and Maneuver Field Firing Exercise (WFFEX II)	10
	BOM6120	Urban Security Operations	1.5
	BOM6125	Urban Tactics, Techniques and Procedures	2
	BOM6130	Convoy Operations	1.5
	BOM6135	Convoy Tactical Decision Game	1
	BOM6140	Military Operations on Urban Terrain (MOUT)	2.5
	BOM6145	Military Operations on Urban Terrain (MOUT) Field Exercise	18
	BOM6150	Night Military Operations on Urban Terrain (MOUT) Field Exercise	4
	BOM6155	Convoy Operations Field Exercise	10
	BOM6160	Urban Patrolling Field Exercise	11
	BOM6165	Operations IV	2
	BOM6170	Defense Examination Review	1
	BOM6175XW	Defense Examination/Critique	2
	BOM6185	Company Force-on-Force Sand Table Exercise	2.5
	BOM6195	Night Military Operations on Urban Terrain (MOUT) Road to War Brief	1
	BOM6200	Offense Examination Review	1
	BOM6205XW	Offense Examination/Critique	2.5
<b>N</b>	<b>Combined Arms</b>		
	BON2355	Combined Arms Philosophy	1
	BON2360	Introduction to Fire Support	2
	BON2365	Call for Fire	2.5
	BON2370	Call for Fire Training Set Fire Observation (TSFO)	5
	BON2375	Fire Support Considerations	2
	BON2380	Call for Fire Field Firing Exercise/Close Air Support Demonstration	10
	BON2385	Fire Support Tactical Decision Game	1
	BON2390	Combined Arms Examination Review	1
	BON2395XW	Combined Arms Examination/Critique	2.5
<b>O</b>	<b>Weapons</b>		
	BOO2705	M203 40mm Grenade Launcher	1
	BOO2710	M249 Squad Automatic Weapon (SAW)	2
	BOO2715	Weapons Employment and Effects	2
	BOO2720	Introduction to Countermechanized and Mechanized Weapons	1
	BOO2725	Individual Weapons Field Firing Exercise	16
	BOO2730	Night Field Firing Techniques Field Firing Exercise	3.5
	BOO2735	M240G Medium Machine Gun	2
	BOO2740	Machine Gun Practical Application	4
	BOO2745	Introduction to Machine Gun Employment	2.5
	BOO2750	Medium/Heavy Machine Guns Field Firing Exercise	6
	BOO2755	Machine Guns Sand Table Exercise	2
	BOO2760	Weapons Examination Review	0.5
	BOO2765XWP	Weapons Examination/Critique	4
<b>P</b>	<b>Marksmanship</b>		

	BOP0205	Weapons Handling and Safety	2.25
	BOP0210	Preparatory Marksmanship Training Phase I	24
	BOP0215	Known Distance Rifle/Pistol Firing Phase II	40
	BOP0220	Field Firing Phase III	33.5
	BOP0225XP	Rifle Qualification Phase II	7
	BOP0230XP	Pistol Qualification Phase II	3
<b>Q</b>	<b>Aviation</b>		
	BOQ3055	Roles and Missions of the Air Combat Element (ACE)	1
	BOQ3060	Assault Support	1
	BOQ3065	Close Air Support (CAS) Procedures	1
	BOQ3070	Close Air Support (CAS) Sand Table Exercise	1.5
	BOQ3075	Helicopter-Borne Operations Practical Exercise	2
<b>R</b>	<b>Field Engineering</b>		
	BOR3405	Engineering Skills Field Firing Exercise	5
	BOR3410	Engineers in the Offense/Defense	2
	BOR3415	Mobility/Counter mobility Tactical Exercise Without Troops	3
	BOR3420	Engineer/Aviation/NBC Examination Review	1
	BOR3425XW	Engineer/Aviation/NBC Examination/Critique	1.5
<b>S</b>	<b>Military Operations Other Than War</b>		
	BOS5605	Introduction to Military Operations Other Than War (MOOTW)	1
	BOS5610	Military Operations Other Than War Tactical Decision Game	1
	BOS5615	Anti-Terrorism/Force Protection	2
	BOS5620	Fundamental Security Measures	4
<b>T</b>	<b>Professional Development</b>		
	BOT8805	Conduct of War	1.5
	BOT8810	Conduct of War Discussion Group	1.5
	BOT8815	Role of Military History	2
	BOT8820	Conduct of War TDG: Bias for Action	1
	BOT8825	Conduct of War TDG: Triad of Maneuver Warfare	1
	BOT8830	History and Traditions: Touchstone Battles	2
	BOT8835	Conduct of War TDG: Center of Gravity/Critical Vulnerability	1
	BOT8840	Intelligence in the Marine Corps	1
<b>U</b>	<b>Martial Arts</b>		
	BOU0305	Martial Arts: History and Structure	1
	BOU0310	Martial Arts Supplemental Skills: Responsible Use of Force	1
	BOU0315	Martial Arts: Fundamentals and Body Hardening	1
	BOU0320	Martial Arts: Falls	2
	BOU0325	Martial Arts Offensive Skills: Throws	1
	BOU0330	Martial Arts: Punches	1
	BOU0335	Martial Arts Offensive Skills: Upper Body Strikes	1
	BOU0340	Martial Arts Offensive Skills: Lower Body Strikes	1
	BOU0345	Martial Arts Offensive Skills: Chokes	1
	BOU0350	Martial Arts Defensive Skills: Counters to Chokes/Holds	1.5
	BOU0355	Martial Arts Supplemental Skills: Unarmed Restraints	1.5
	BOU0360	Martial Arts Defensive Skills: Counters to Strikes	1
	BOU0365	Martial Arts: Bayonet Fighting	2
	BOU0370	Martial Arts: Pugil Sticks	3
	BOU0375	Martial Arts Supplemental Skills: Armed Manipulations	1.5

	BOU0380	Martial Arts: Knife Techniques	1
	BOU0385	Martial Arts: Weapons of Opportunity	1
	BOU0390XP	Martial Arts Evaluation	3
	BOU0395	Martial Arts: Sustainment	3
<b>V</b>	<b>TBS Staff Leadership</b>		
	BOV0405	TBS Mailroom	1
	BOV0410Z	BOC Evaluation System	0.5
	BOV0415Z	Student Performance Review Boards (SPRBs)	0.5
	BOV0420	CO's Introduction to TBS	1
	BOV0425	TBS Weather Safety	1
	BOV0430	BOC Leadership Evaluation Process	0.5
	BOV0435	Leadership Evaluation Class	1
	BOV0440	BOC End of Course Critique	1
	BOV0445	CO's End of Course Guidance	1
	BOV0450	Sergeant Major's End of Course Guidance	1
	BOV5805	Role of the Chaplain	1
	BOV5810	Training Management	2
	BOV5815	Unit Training Management Practical Exercise	1
	BOV5820	Operational Risk Assessment	1
	BOV9005Z	Writing Skills: Parts of Speech and Phrases	1
	BOV9010Z	Writing Skills: Clauses, Sentences, and Punctuation	1
	BOV9015	Theory of War	1
	BOV9020	Theory of War Discussion Group	1.5
	BOV9025	Writing Skills: Composition and Correspondence	1
	BOV9030	Writing Skills Examination Review	1
	BOV9035XW	Writing Skills Examination/Critique	2
	BOV9040	Individual and Family Readiness Planning	1
<b>W</b>	<b>Company Staff Leadership</b>		
	BOW0405Z	Financial Management for Officers	1
	BOW0410	Company Commander's Time	43.5
	BOW0415	Professional Study and Preparation Time	17
	BOW0420	Views on Leadership: MCCDC	1
	BOW0425	Pat Wayne Day	10
	BOW0430	Weapons Draw	1
	BOW0435	Weapons Cleaning	29
	BOW0440	Views on Leadership: TECOM	1
	BOW0445	SPC Day	30
	BOW0450	Informal MOS Mixer	2
	BOW0455XW	First Leadership Evaluation	3
	BOW0460	Command Evaluation Counseling	1.5
	BOW0465	HQMC Air Brief	0.5
	BOW0470	Aviation Night	4
	BOW0475	Bosses Night	2
	BOW0480	Views on Leadership: Commandant of the Marine Corps	1.5
	BOW0485	CSS Night	2
	BOW0490XW	Second Leadership Evaluation	3
	BOW0495	Weapons Turn-In	3
	BOW0500	Company CO's Personnel Inspection	0.5

	BOW0505	Inspector General of the Marine Corps Brief	1
	BOW0510	Mess Night Brief	0.5
	BOW0515	Mess Night	5
	BOW0520	Reflection Series Lecture	2
	BOW0525	8th and I Evening Parade	5
	BOW5905Z	Operational Terms and Graphics Self-Paced Text	2
	BOW5910	Counseling Skills Practical Application	5
	BOW5915	Leadership in Combat	2
	BOW5925	Unit Training Management: Train the Trainer	2
	BOW5930	Small Unit Training Discussion Group	1
	BOW5935	Views of a Combat Leader	2
	BOW7605	BOM6020 Squad Tactics and Techniques Field Exercise (WFEX I) Prep Time	5
	BOW7610	BOM6020 Squad Tactics and Techniques Field Exercise (WFEX I) AAR	1
	BOW7615	BOM6035 Initial Day Patrol Field Exercise Prep Time	5
	BOW7620	BOM6050 Day Security Patrol Field Exercise Prep Time	2.5
	BOW7625	BOM6025 Patrolling (Initial Day/Day Security/Night Ambush) AAR	1
	BOW7630	BOM6100 Platoon Tactics and Techniques Field Exercise (WFEX II) Prep Time	3
	BOW7635	BOM6100 Platoon Tactics and Techniques Field Exercise (WFEX II) AAR	1
	BOW7640	BOM6110 Platoon Operations Field Exercise (WFEX III) Prep Time	2
	BOW7645	BOM6110 Platoon Operations Field Exercise (WFEX III) AAR	1
	BOW7650	BOM6115 Platoon Fire and Maneuver Field Firing Exercise (WFEX II) Prep Time	5
	BOW7655	BOM6115 Platoon Fire and Maneuver Field Firing Exercise (WFEX II) AAR	1
	BOW7660	BOM6145 Military Operations on Urban Terrain (MOUT) Field Exercise Prep Time	5
	BOW7665	BOM6160 Urban Patrolling Field Exercise Prep Time	4
	BOW7670	BOM6145 Military Operations on Urban Terrain (MOUT) Field Exercise AAR	1
	BOW9505Z	Writing Skills Self-Paced Text	3
	BOW9510	PME Book Discussion I	1.5
	BOW9515	MOS Introduction	0.5
	BOW9520	Augmentation and Promotion	0.5
	BOW9525	PME Book Discussion II	1.5
	BOW9530	Battlefield Case Study	2
	BOW9535	Battlefield Study	18
<b>X</b>	<b>Night Vision Devices</b>		
	BOX1005	Introduction To Night Vision Devices	1
	BOX1010	Night Lab	0.75
	BOX1015	Night Observation Techniques	2
<b>Z</b>	<b>Company Administrative Time</b>		
	BOZ0405	Movement and Recovery Time	63
	BOZ0410	Chow	125
	BOZ0415Z	Percent Body Fat/Weight/Urinalysis	1
	BOZ0420Z	Digital Pictures/Green Book	1

	BOZ0425Z	Dental In Brief	0.5
	BOZ0430Z	Administrative In Processing	3.5
	BOZ0435Z	Travel Claims	1
	BOZ0440Z	Publications Issue	1
	BOZ0445Z	Supply Issue	2
	BOZ0450Z	Mask Issue	1
	BOZ0455Z	Dental In Processing	4
	BOZ0460Z	Medical Records Preparation	2
	BOZ0465Z	ADF/BOQ/O'Club Brief	0.5
	BOZ0470Z	General Classification Test (GCT)	3
	BOZ0475Z	Marine Corps Foreign Language Program	0.5
	BOZ0480Z	PMO Weapons and POV Registration	1
	BOZ0485Z	TRICARE Brief	1
	BOZ0490Z	Navy Mutual Aid Association (NMAA) Brief	0.5
	BOZ0495Z	Medical In Processing	2
	BOZ0500	Marine Corps Association (MCA) Book Issue	0.5
	BOZ0505	Spouses Orientation	2
	BOZ0510	Driver Improvement Course	8
	BOZ0515	ASTB	
	BOZ0516	Defense Language Proficiency Test	3
	BOZ0520	Armory	1
	BOZ0525	Rifle Issue	2
	BOZ0530	Bivouac	40
	BOZ0535	TMO Entitlements	1
	BOZ0540	Follow On Schools Brief	1
	BOZ0545	TMO Paperwork	3
	BOZ0550	Travel Entitlements	1.5
	BOZ0555	Supply Turn-In	2
	BOZ0560	Rifle Turn-In	2
	BOZ0565	Marine Corps Association (MCA) Brief	0.5
	BOZ0570	U. S. Naval Institute (USNI) Brief	0.5
	BOZ0575	Marine Corps Univeristy Foundation (MCUF) Brief	0.5
	BOZ0580	TMO Move	10
	BOZ0585	Graduation Rehearsal	1.5
	BOZ0590	Graduation	1.5
	BOZ0600	Graduation Reception	2
	BOZ0605	Out Processing	1
			1395.95

## APPENDIX D. BASIC OFFICER COURSE EXAM SHEET (FY 2006)

### Academic Events

	<u>Score</u>	<u>Weight</u> X	<u>Grade</u>
BOR3425XW	ENGINEERING/NBC/AVIATION	3	_____
BOM6175XW	DEFENSE	4	_____
BOM6070XW	PATROLLING	4	_____
BOM6205XW	OFFENSE	4	_____
BOG8255XW	BASIC SKILLS	4	_____
BOI4350XW	LEADERSHIP & ADMINISTRATION	4	_____
BOK8635XW	EXPEDITIONARY OPERATIONS	3	_____
BON2395XW	SUPPORTING ARMS	4	_____
BOJ4735XW	MILITARY LAW	<u>2</u>	_____
<i>Academic Sub-total</i>		32	

### Leadership Events

BOW0455XW	1ST LEADERSHIP EVALUATION	14	_____
BOW0490XW	2ND LEADERSHIP EVALUATION	<u>22</u>	_____
<i>Leadership Sub-total</i>		36	

### Military Skills Events

BOI4325XW	FITNESS REPORT	2	_____
BOL4830XW	COMBAT ORDERS FORMAT	1	_____
BOL4855XW	TACTICAL DECISION MAKING	2.5	_____
BOL4860XW	TACTICAL DECISION MAKING II	2.5	_____
BOA2085XP	NIGHT NAVIGATION FINAL	2	_____
BOA2045XW	LAND NAVIGATION	3	_____
BOA2075XP	LAND NAVIGATION FINAL EXERCISE	3	_____
BOO2765XW	WEAPONS (WRITTEN)	1	_____
BOO2765XP	WEAPONS (PRACTICAL)	2	_____
BOP0225XP	RIFLE QUALIFICATION	2	_____
BOP0230XP	PISTOL QUALIFICATION	2	_____
BOB4020XW	COMMUNICATIONS (WRITTEN)	2	_____
BOB4025XP	COMMUNICATIONS (PRACTICAL)	1	_____
BOF0070XP	PHYSICAL FITNESS TEST	2	_____
BOF0050XP	DOUBLE OBSTACLE COURSE	1	_____
BOF0060XP	ENDURANCE COURSE	2	_____
BOE8030XW	FIRST AID EVALUATION (WRITTEN)	0.5	_____
BOE8035XP	FIRST AID EVALUATION (PRACTICAL)	<u>0.5</u>	_____
<i>Military Skills Sub-total</i>		32	

(Academic Sub-total\* 0.32) + (Leadership Sub-total \* 0.36) + (Military Skills Sub-total \* 0.32) =  
Total Grade

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## APPENDIX E. SURVEY OF TBS LIEUTENANTS AND STAFF

### NL 404 Need Assessment Survey

Lieutenant

Purpose: The purpose of this survey to determine the knowledge, skills and ability needs of a Second Lieutenant entering The Basic School. USNA Marine Candidate training and education is being reevaluated. The results of this survey and research will have direct implications to changes in the USNA NL404 Curriculum and other Marine Specific Training events.

**All answers will be kept anonymous**

1. When did you graduate from USNA? 

	2002		2003		2004		2005
--	------	--	------	--	------	--	------
  
2. What is your gender? 

	Male		Female
--	------	--	--------
  
3. Were you prior enlisted? 

	Yes		No
--	-----	--	----
  
4. If so, what service 

	USMC		US Army
	Navy		US Air Force
  
5. What were you designated upon graduation from USNA? 

	Ground
	Aviation
  
- 6 What Company are you assigned to? 

	Delta		Echo		Fox
--	-------	--	------	--	-----
  
- 7 What MOS were you assigned at TBS (four number designator) 

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8. Did you participate in the following training?
 

a. Protramid		Yes		No
b. Leatherneck		Yes		No
c. Semper Fi Society		Yes		No
d. NL404		Yes		No
  
9. Of the above training that you participated in, which one best prepared you for The Basic School?  
Please rate from best to least, with 1 being the best and 4 being the least.
 

a. Protramid	
b. Leatherneck	
c. Semper Fi Society	
d. NL404	



# **NL 404 Need Assessment Survey**

Lieutenant

Please rate the following knowledge, skills and abilities by the level of importance for a 2d Lieutenant to understand when reporting to TBS. Please also rate your personal level of preparedness in these areas prior to reporting to TBS.

**Example** - If you think Land Navigation is important for a 2d Lt at TBS then mark it 1 or 2 in the Importance column and if you think that you were not prepared for land navigation then mark a 3 or 4 in the Preparedness column.

Importance		Preparedness	
Very High	Very Low	Well Prepared	Not Prepared
1 -----	4	1 -----	4
	10 Land Navigation		
	11 Tactical Communications		
	12 Nuclear, Chemical, Biological Defense		
	13 Intro to Combat Service Support		
	14 First Aid		
	15 Physical Training and Conditioning		
	16 PFT		
	17 O-Course		
	18 Endurance Course		
	19 Conditioning Hikes		
	20 Water Survival Qualification		
	21 Customs and Courtesies		
	22 Uniforms and Accessories		
	23 Equal Opportunity/Sexual Harassment/Fraternization/Hazing		
	24 Societal Issues: Suicide/Substance Abuse/Homosexuality		
	25 Professional Military Ethics		
	26 Security of Classified Material		
	27 Counseling Skills and Techniques		
	28 Drill		
	29 Developing Subordinates		
	30 Personnel Administration		
	31 Military Law		
	32 Expeditionary Warfare Operations		
	33 Decision Making Process		
	34 Combat Orders Process		
	35 Human Factors in Combat		
	36 Tactical Planning		

# NL 404 Need Assessment Survey

Lieutenant

Importance		Preparedness	
Very High	Very Low	Well Prepared	Not Prepared
1	4	1	4
	37 Combined Arms		
	38 Weapons		
	39 Marksmanship		
	40 Aviation		
	41 Field Engineering		
	42 Military Operations Other than War		
	43 Professional Development		
	44 Conduct of War		
	45 Martial Art Training		
	46 Leadership Training		
	47 Training Management		
	48 Theory of War		

What were you most prepared for entering TBS?

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What were you least prepared for entering TBS?

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Are there areas that you feel that NL404 cannot help with prior to TBS?

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**United States Naval Academy Marine Training Needs Assessment Survey**  
Staff

Purpose: The purpose of this survey to determine the knowledge, skills and ability needs of a Second Lieutenant entering The Basic School. The results of this survey and research will prioritize training and educational areas for Marine candidates at the the United States Naval Academy.

**All answers will be kept anonymous**

1. What is your position at TBS

<input type="checkbox"/>	IG	<input type="checkbox"/>	SPC	<input type="checkbox"/>	CO Cmdr	<input type="checkbox"/>	Staff
--------------------------	----	--------------------------	-----	--------------------------	---------	--------------------------	-------

2. What is your gender?

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
--------------------------	------	--------------------------	--------

3. What was your accession source?

<input type="checkbox"/>	OCS	<input type="checkbox"/>	NROTC	<input type="checkbox"/>	USNA
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4. What year were you commissioned?

5. What is your MOS?(four number designator)

**United States Naval Academy Marine Training Needs Assessment Survey**  
Staff

Please rate the following knowledge, skills and ability areas by the level of importance for a 2d Lieutenant to understand when reporting to TBS. Please also rate their level of preparedness in these areas prior to reporting to TBS.

**Example** - If you think Land Navigation skill is important for a 2d Lt entering TBS then mark it 1 or 2 in the Importance column and if you think that they are not prepared for land navigation then mark a 3 or 4 in the Preparedness column.

Importance to All Lts		Preparedness of USNA Lts	
Very High	Very Low	Well Prepared	Not Prepared
1 ----- 4		1 ----- 4	
	6 Land Navigation		
	7 Tactical Communications		
	8 Nuclear, Chemical, Biological Defense		
	9 Intro to Combat Service Support		
	10 First Aid		
	11 Physical Training and Conditioning		
	12 PFT		
	13 O-Course		
	14 Endurance Course		
	15 Conditioning Hikes		
	16 Water Survival Qualification		
	17 Customs and Courtesies		
	18 Uniforms and Accessories		
	19 Equal Opportunity/Sexual Harassment/Fraternization/Hazing		
	20 Societal Issues: Suicide/Substance Abuse/Homosexuality		
	21 Professional Military Ethics		
	22 Security of Classified Material		
	23 Counseling Skills and Techniques		
	24 Drill		
	25 Developing Subordinates		
	26 Personnel Administration		
	27 Military Law		
	28 Expeditionary Warfare Operations		
	29 Decision Making Process		
	30 Combat Orders Process		
	31 Human Factors in Combat		
	32 Tactical Planning		
	28 Tactics		
	29 Combined Arms		
	30 Weapons		

**United States Naval Academy Marine Training Needs Assessment Survey**

Staff

Importance		Preparedness	
Very High	Very Low	Well Prepared	Not Prepared
1	4	1	4
	31		
	32		
	33		
	34		
	35		
	36		
	37		
	38		
	39		
	40		
	41		

**42.** What are the most important knowledge, skills and abilities that a 2d Lieutenant should have entering TBS?

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**43.** In general, what areas of the TBS POI do 2d Lieutenants struggle with?

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**44.** Of those general areas, do 2d Lieutenants from USNA struggle any more or less than officers from other accession sources?

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**45.** What areas do the 2d Lts from USNA display strength compared to other accession sources?

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## APPENDIX F. INTERVIEW PROTOCOL FOR FORMER COMMANDERS

### Needs Assessment Survey

Sponsored by the Leadership, Ethics and Law Department and Colonel Paulovich, Senior Marine at the United States Naval Academy

Purpose of the survey: Major Michael Styskal is conducting this survey to determine the needs of a 2d Lieutenant entering TBS and the Operating Forces in today's current operating environment. The needs assessment is being done as part of a thesis requirement for the Leadership and Education Development Program at USNA (in conjunction with NPS). The results of this needs assessment will aid in reviewing and re-designing the leadership curriculum and Marine-specific training and education programs at the Academy.

All inputs for this survey will be kept anonymous.

Please insert your answers below where designated.

1. MOS:
2. Current Duty Station and Title:
3. Last Duty Station and Title:
4. Years in Marine Corps Service:
5. Graduate of Naval Academy: (yes or no and year)
6. Which of the Leadership Principles do you feel are the most important for a 2d Lieutenant to grasp? Please explain
  - Know yourself and seek self-improvement.
  - Be technically and tactically proficient.
  - Develop a sense of responsibility among your subordinates.
  - Make sound and timely decisions.
  - Set the example.
  - Know your Marines and look out for their welfare.
  - Keep your Marines informed.
  - Seek responsibility and take responsibility for your actions.
  - Ensure assigned tasks are understood, supervised, and accomplished.
  - Train your Marines as a team.
  - Employ your command in accordance with its capabilities.
7. Please prioritize which Leadership Traits are most important for a 2d Lieutenant to have. Please explain.
  - **Dependability** - The certainty of proper performance of duty.
  - **Bearing** - Creating a favorable impression in carriage, appearance and personal conduct at all times.

- **Courage** - The mental quality that recognizes fear of danger or criticism, but enables a man to proceed in the face of it with calmness and firmness.
- **Decisiveness** - Ability to make decisions promptly and to announce them in clear, forceful manner.
- **Endurance** - The mental and physical stamina measured by the ability to withstand pain, fatigue, stress and hardship.
- **Enthusiasm** - The display of sincere interest and exuberance in the performance of duty.
- **Initiative** - Taking action in the absence of orders.
- **Integrity** - Uprightness of character and soundness of moral principles; includes the qualities of truthfulness and honesty.
- **Judgment** - The ability to weigh facts and possible solutions on which to base sound decisions.
- **Justice** - Giving reward and punishment according to merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.
- **Knowledge** - Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines.
- **Tact** - The ability to deal with others without creating offense.
- **Unselfishness** - Avoidance of providing for one's own comfort and personal advancement at the expense of others.
- **Loyalty** - The quality of faithfulness to country, the Corps, the unit, to one's seniors, subordinates and peers

8. Which knowledge, skills or abilities/attributes (attitudes?) do you feel are the most important for a 2d Lieutenant (checking into TBS) to have? Please explain.

9. Of the following areas, please rank which should an officer candidate focus most on, in preparation for commissioning into the Marine Corps?

- Physical Fitness
- Theory and Conduct of War
- Tactics, Techniques, and Principles
- Weapons
- Decision-making (both under adverse conditions and not)
- Problem-solving and Critical Thinking
- Ethical and Moral Development
- Communications (both written and spoken)
- Geo-Political Issues
- Cultural Awareness / Language Training
- Military Law
- Human Dimension of Combat
- Understanding Human Behavior (knowing yourself)
- Interpersonal relationships (motivation, conflict resolution, obedience)

- Counseling Skills
- Motivating Skills
- Develop and Execute training for a unit
- Understand the responsibilities of a joint forces officer / leader



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## APPENDIX G.    PAIRED SAMPLE T-TEST RESULTS

2d Lieutenant Paired Sample T-Test	Paired Differences							
	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Academic Skill Area								
Importance of Conduct of War - Preparedness for Conduct of War	-0.196	1.095	0.088	-0.371	-0.021	-2.216	152	0.028
Importance of Theory of War - Preparedness for the Theory of War	0.072	1.142	0.092	-0.111	0.254	0.779	152	0.437
Importance of Expeditionary Operations - Preparedness for Expeditionary Operations	-0.784	1.013	0.082	-0.946	-0.623	-9.580	152	0.000*
Importance of Tactical Planning - Preparedness for Tactical Planning	-1.608	0.890	0.072	-1.750	-1.466	-22.339	152	0.000*
Importance of Combined Arms - Preparedness for Combined Arms	-1.784	1.026	0.083	-1.948	-1.620	-21.520	152	0.000*
Importance of Aviation - Preparedness for Aviation	0.098	1.044	0.084	-0.069	0.265	1.162	152	0.247
Importance of CSS - Preparedness for CSS	-0.520	1.016	0.082	-0.683	-0.357	-6.305	151	0.000*
Importance of Field Engineering - Preparedness for Field Engineering	-0.784	0.986	0.080	-0.942	-0.627	-9.836	152	0.000*
Importance of Military Law - Preparedness for Military Law	0.614	1.236	0.100	0.417	0.812	6.148	152	0.000*
Importance of MOOTW - Preparedness for MOOTW	-1.118	3.458	0.280	-1.670	-0.565	-3.998	152	0.000*
Importance of NBC Defense - Preparedness for NBC Defense	-0.085	1.118	0.090	-0.263	0.094	-0.940	152	0.349
Importance of Human Factors - Preparedness for Human Factors	-1.033	1.085	0.088	-1.206	-0.859	-11.776	152	0.000*
Importance of Personnel Admin - Preparedness for Personnel Admin	-0.908	1.269	0.103	-1.111	-0.706	-8.856	152	0.000*
Importance of Security of Classified Material - Preparedness for Security of Classified Material	-0.203	1.300	0.105	-0.410	0.005	-1.928	152	0.056
Leadership Skill Area								
Importance of Leadership Training - Preparedness for Leadership Training	-0.418	0.863	0.070	-0.556	-0.280	-5.995	152	0.000*
Importance of Military Ethics - Preparedness for Military Ethics	0.549	1.076	0.087	0.377	0.721	6.313	152	0.000*
Importance of EEO, Sexual Harassment / Fraternization Training - Preparedness for EEO, Sexual Harassment / Fraternization Training	1.294	1.169	0.095	1.107	1.481	13.692	152	0.000*
Importance of Societal Issues - Preparedness for Societal Issues	1.320	1.185	0.096	1.131	1.509	13.786	152	0.000*
Importance of Developing Subordinates - Preparedness for Developing Subordinates	-0.490	1.303	0.105	-0.698	-0.282	-4.652	152	0.000*
Importance of Counseling Skills - Preparedness for Counseling Skills	-0.242	1.288	0.104	-0.448	-0.036	-2.323	152	0.022*
Importance of Professional Development Training - Preparedness for Professional Development Training	-0.078	1.048	0.085	-0.246	0.089	-0.925	152	0.356
Importance of Training Management - Preparedness for Training Management	-0.497	1.101	0.089	-0.673	-0.321	-5.581	152	0.000*
Importance of Customs and Courtesies - Preparedness for Customs and Courtesies	0.320	1.145	0.093	0.137	0.503	3.459	152	0.001*
Importance of Uniforms - Preparedness for Uniforms	0.033	1.305	0.105	-0.176	0.241	0.310	152	0.757
Military Skill Area								
Importance of Combat Orders - Preparedness for Combat Orders	-1.248	0.941	0.076	-1.399	-1.098	-16.411	152	0.000*
Importance of Decision Making Process - Preparedness for Decision Making Process	-0.928	1.020	0.082	-1.091	-0.765	-11.252	152	0.000*
Importance of First Aid - Preparedness for First Aid	-	1.313	0.106	-0.994	-0.575	-7.391	152	0.000*

	0.784							
Importance of Land Navigation - Preparedness for Land Navigation	- 1.046	1.172	0.095	-1.233	-0.859	- 11.040	152	0.000*
Importance Of Tactical Comm - Preparedness for Tactical Comm	- 1.454	1.103	0.089	-1.631	-1.277	- 16.253	151	0.000*
Importance of Wpns Training - Preparedness for Wpns Training	- 1.405	1.060	0.086	-1.575	-1.236	- 16.394	152	0.000*
Importance of Marksmanship - Preparedness for Marksmanship	- 1.314	1.398	0.113	-1.537	-1.090	- 11.626	152	0.000*
Importance of MCMAP - Preparedness for MCMAP	0.588	1.321	0.107	0.377	0.799	5.510	152	0.000*
Importance of Drill - Preparedness for Drill	1.431	1.191	0.096	1.241	1.622	14.868	152	0.000*
Importance of Water Survival - Preparedness for Water Survival	0.686	1.178	0.095	0.498	0.874	7.206	152	0.000*
Importance of PT / Conditioning - Preparedness for PT / Conditioning	- 0.235	0.985	0.080	-0.393	-0.078	-2.954	152	0.004*
Importance of Conditioning Hikes - Preparedness for Conditioning Hikes	- 0.438	1.256	0.102	-0.638	-0.237	-4.314	152	0.000*
Importance of Endurance Crse - Preparedness for the Endurance Crse	- 0.144	1.054	0.085	-0.312	0.025	-1.688	152	0.094
Importance of Obstacle Course - Preparedness for Obstacle Course	0.013	1.181	0.095	-0.176	0.202	0.137	152	0.891
Importance of PFT - Preparedness for PFT	0.261	1.123	0.091	0.082	0.441	2.881	152	0.005*
<b>Confidence Interval set at 95%</b>								
<b>*Difference is significant at the 0.05 level (2-tailed).</b>								

<b>TBS Staff Pair Sample T-Test</b>	<b>Paired Differences</b>							
	<b>Mean</b>	<b>SD</b>	<b>Std. Error Mean</b>	<b>95% Confidence Interval of the Difference</b>		<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
				<b>Lower</b>	<b>Upper</b>			
<b>Academic Skill Area</b>								
Importance of Conduct of War - Preparedness for Conduct of War	-0.438	1.209	0.302	-1.082	0.207	-1.447	15	0.168
Importance of Theory of War - Preparedness for the Theory of War	-0.500	0.816	0.204	-0.935	-0.065	-2.449	15	0.027*
Importance of Expeditionary Operations - Preparedness for Expeditionary Operations	0.250	0.683	0.171	-0.114	0.614	1.464	15	0.164
Importance of Tactical Planning - Preparedness for Tactical Planning	-1.188	1.109	0.277	-1.778	-0.597	-4.284	15	0.001*
Importance of Combined Arms - Preparedness for Combined Arms	-0.688	1.195	0.299	-1.325	-0.050	-2.300	15	0.036*
Importance of Aviation - Preparedness for Aviation	0.688	0.946	0.237	-0.183	1.192	2.905	15	0.011*
Importance of CSS - Preparedness for CSS	-0.250	0.931	0.233	-0.746	0.246	-1.074	15	0.300
Importance of Field Engineering - Preparedness for Field Engineering	0.375	0.719	0.180	-0.008	0.758	2.087	15	0.054
Importance of Military Law - Preparedness for Military Law	0.312	0.946	0.237	-0.192	0.817	1.321	15	0.206
Importance of MOOTW - Preparedness for MOOTW	-0.250	1.000	0.250	-0.783	0.283	-1.000	15	0.333
Importance of NBC Defense - Preparedness for NBC Defense	-0.125	1.025	0.256	-0.671	0.421	-0.488	15	0.633
Importance of Human Factors - Preparedness for Human Factors	-0.875	1.147	0.287	-1.486	-0.264	-3.050	15	0.008*
Importance of Personnel Admin - Preparedness for Personnel Admin	0.062	0.929	0.232	-0.432	0.557	0.269	15	0.791
Importance of Security of Classified Material - Preparedness for Security of Classified Material	0.062	0.998	0.249	-0.469	0.594	0.251	15	0.806
<b>Leadership Skill Area</b>								
Importance of Leadership Training - Preparedness for Leadership Training	-0.875	1.025	0.256	-1.421	-0.329	-3.416	15	0.004*
Importance of Military Ethics - Preparedness for Military Ethics	-0.312	0.793	0.198	-0.735	0.110	-1.576	15	0.136
Importance of EEO, Sexual Harassment / Fraternization Training - Preparedness for EEO, Sexual Harassment / Fraternization Training	0.562	0.892	0.223	0.087	1.038	2.522	15	0.023*
Importance of Societal Issues - Preparedness for Societal Issues	0.750	0.931	0.233	0.254	1.246	3.223	15	0.006*
Importance of Developing Subordinates - Preparedness for Developing Subordinates	-0.625	1.088	0.272	-1.205	-0.045	-2.298	15	0.036*
Importance of Counseling Skills - Preparedness for Counseling Skills	-0.438	1.094	0.273	-1.020	0.145	-1.600	15	0.130
Importance of Professional Development Training - Preparedness for Professional Development Training	-0.188	0.834	0.209	-0.632	0.257	-0.899	15	0.383
Importance of Training Management - Preparedness for Training Management	-0.188	0.750	0.188	-0.587	0.212	-1.000	15	0.333
Importance of Customs and Courtesies - Preparedness for Customs and Courtesies	-1.000	0.894	0.224	-1.477	-0.523	-4.472	15	0.000*
Importance of Uniforms - Preparedness for Uniforms	0.312	1.493	0.373	-0.483	1.108	0.837	15	0.416
<b>Military Skill Area</b>								
Importance of Combat Orders - Preparedness for Combat Orders	-1.312	1.250	0.312	-1.979	-0.646	-4.200	15	0.001*
Importance of Decision Making Process - Preparedness for Decision Making Process	-1.125	0.957	0.239	-1.635	-0.615	-4.700	15	0.000*
Importance of First Aid - Preparedness for First	-	1.365	0.341	-1.165	0.290	-	15	0.219

Aid	0.438					1.282		
Importance of Land Navigation - Preparedness for Land Navigation	- 0.562	1.459	0.365	-1.340	0.215	- 1.542	15	0.144
Importance Of Tactical Comm - Preparedness for Tactical Comm	- 0.875	1.310	0.328	-1.573	-0.177	- 2.671	15	0.017*
Importance of Wpns Training - Preparedness for Wpns Training	- 0.875	1.088	0.272	-1.455	-0.295	- 3.217	15	0.006*
Importance of Marksmanship - Preparedness for Marksmanship	0.188	0.911	0.228	-0.298	0.673	0.824	15	0.423
Importance of MCMAP - Preparedness for MCMAP	0.625	0.957	0.239	0.115	1.135	2.611	15	0.020*
Importance of Drill - Preparedness for Drill	0.688	0.946	0.237	0.183	1.192	2.905	15	0.011*
Importance of Water Survival - Preparedness for Water Survival	0.375	1.455	0.364	-0.400	1.150	1.031	15	0.319
Importance of PT / Conditioning - Preparedness for PT / Conditioning	- 0.375	0.806	0.202	-0.805	0.055	- 1.861	15	0.083
Importance of Conditioning Hikes - Preparedness for Conditioning Hikes	- 0.875	1.088	0.272	-1.455	-0.295	- 3.217	15	0.006*
Importance of Endurance Crse - Preparedness for the Endurance Crse	- 0.688	1.078	0.270	-1.262	-0.113	- 2.551	15	0.022*
Importance of Obstacle Course - Preparedness for Obstacle Course	- 0.062	1.340	0.335	-0.777	0.652	- 0.187	15	0.855
Importance of PFT - Preparedness for PFT	0.000	1.211	0.303	-0.645	0.645	0.000	15	1.000
<b>Confidence Interval set at 95%</b>								
<b>*Difference is significant at the 0.05 level (2-tailed).</b>								

Table 11. Paired Sample T-Test Results

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